DOCUMENT RESUME

ED 204 288 SP 018 166

AUTHOR Henderson, Karla; And Others
TITLE Recreation Programming for Wisconsin Communities.
INSTITUTION Wisconsin Univ., Madison, Univ. Extension.
PUB DATE Apr 81
NOTE 130p.: Funding for this project was made possible through Title V, Rural Development Act.

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Administrator Role; Agency Cooperation; Community Characteristics; *Community Recreation Programs; Community Resources; Delivery Systems; Legal Responsibility; *Part Time Employment; *Program Administration; Program Budgeting; *Program Development; Resource Allocation; *Rural Areas; State Norms
IDENTIFIERS Wisconsin

ABSTRACT

A questionnaire distributed to part-time recreation directors in Wisconsin identified training needs and formed the basis for this manual. The workbook-like format was designed to facilitate self-directed study by recreation directors. The first chapter summarizes the results of the questionnaire and presents statistical data, noting the characteristics of the communities, programs, facilities, and recreation directors so that readers can compare themselves to the statewide norms. The highest training needs scores were in the area of developing and maintaining successful programs in the community. Chapters deal with characteristics of rural communities in Wisconsin, the role of recreation in the communities, establishing and maintaining cooperative relationships with various community groups, legal and fiscal concerns of program directors, and program activity ideas and resources. Each chapter is preceded by purpose and preview sections to enable readers to choose those chapters that address their training needs. Following each chapter is a list of pertinent references. Appendices provide a bibliography of sports rules and a list of recreation-related agencies and organizations. (FG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED204288

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Karla Henderson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

RECREATION PROGRAMMING FOR WISCONSIN COMMUNITIES

Marcia Stockton
Project Assistant

Karla Henderson, Ph.D.
Project Director

Michael Graper
Research Assistant

Funding for this project was made possible through Title V, Rural Development Act.

Prepared and Distributed by:

Recreation Resources Center
University of Wisconsin-Extension
1815 University Avenue
Madison, WI 53706
(608) 263-2621

April 1981

UW-Extension provides equal opportunities in employment and programming, including Title IX requirements.

SP 018 166

UNIVERSITY OF WISCONSIN–EXTENSION

RECREATION RESOURCES CENTER
1815 UNIVERSITY AVENUE–327 MADISON, WISCONSIN 53706 608 263-2621

April, 1981

Dear Recreation Directors:

This manual, "Recreation Programming for Wisconsin Communities" is presented to you as a reference for developing recreation programs in your community.

This publication provides a format for self-directed study regarding what we know about recreation in communities, rural life, program planning, legal concerns, working with the community, financing, and activity planning.

We are grateful to a number of people who have contributed to this project. The grant for the research and extension phases of this project came from Title V, Rural Development Act. We appreciate the assistance Professor Don Johnson provided in coordinating this funding through Title V and thank Professor Robert Ray for his editorial assistance. A special thanks is also extended to the Recreation Resources Center and particularly the support staff--Donna Rounds, Jean Johnson, Sue Olson, and Carol Peterson. We also thank the National Recreation and Park Association for allowing us to use the "Life. Be In It." logos. Lastly we appreciate the communities and the part-time recreation professionals who provided the data for the project.

We hope this manual will be useful as communities develop high quality recreation programs which make Wisconsin communities a better place to live.

Sincerely,

Karla Henderson
Public Recreation Specialist

Marcia Stockton
Project Assistant

Michael Graper
Research Assistant

UW-Extension provides equal opportunities in employment and programming.

TABLE OF CONTENTS

	Page
Letter of Transmittal	ii
List of Tables	iv
List of Figures	iv
List of Activities	v
CHAPTER 1 - WHAT WE KNOW ABOUT RECREATION PROGRAMMING IN WISCONSIN COMMUNITIES	1
Characteristics of the Position	1
Characteristics of Programs and Facilities	5
Characteristics of the Directors	5
Summary of Training Needs	7
CHAPTER 2 - THE RURAL COMMUNITY	10
PART I: Characteristics of Rural Communities in Wisconsin	11
PART II: Community Planning Roles	14
PART III: Community Planning Elements	15
CHAPTER 3 - RECREATION PROGRAM DEVELOPMENT IN THE RURAL COMMUNITY	20
PART I: Role of Recreation in a Community	21
PART II: Characteristics of Rural Community Recreation	23
PART III: Program Planning in the Rural Community	24
CHAPTER 4 - COOPERATIVE RELATIONSHIPS WITH VARIOUS RESOURCE GROUPS	38
PART I: Public Agency Resources	39
PART II: Local Private, Semi-Private and Commercial Resources	44
PART III: Other Public Jurisdictions	47
PART IV: Boards, Commissions, Citizen Participation	49
PART V: Public Relations	52
CHAPTER 5 - LEGAL CONCERNS FOR THE PUBLIC RECREATION DIRECTOR	57
PART I: Legal Concerns for the Public Recreation Director	58
PART II: Personal Liability	63
CHAPTER 6 - FISCAL CONCERNS AND PROGRAM BUDGETING	70
PART I: Rationale for Sound Fiscal Practices	71
PART II: Funding the Public Recreation Program	72
PART III: Public Recreation Budgeting	75

TABLE OF CONTENTS
(continued)

	Page
CHAPTER 7 - PROGRAM ACTIVITY IDEAS AND RESOURCES	80
PART I: Designing a Well-Balanced Program	81
PART II: Individual Activity Planning	88
PART III: Recreation Activity Ideas	89
PART IV: References for Program Activity Planning	99
APPENDICES	103
A. Cover Letters and Questionnaire	103
B. Wisconsin Communities with Part-Time Recreation Directors	109
C. Bibliography of Sports Rules	111
D. Recreation-Related Agencies and Organizations	115

LIST OF TABLES

1. Time Spent In Planning, Supervising and Conducting Recreation Programs	3
2. Supervisor's Job Title Indicated By Part-Time Recreation Director	4
3. Age of Part-Time Recreation Directors	5
4. Training Needs and Interests Expressed By Part-Time Recreation Directors	8
5. Program Activity Preferences By Age Level	83

LIST OF FIGURES

1. Distribution of Study Responses By County and Extension District	2
2. Percentage of Communities Offering Various Recreation Programs	6

LIST OF ACTIVITIES

		Page
1.	Rural/Urban Characteristics	13
2.	Community Leaders	15
3.	Planning Elements	16
4.	Potential Recreation Outcomes	22
5.	Statement of Recreation Program Philosophy and Goals	24
6.	Goals for Community Development	26
7.	Demographic Information	26
8.	Recreation Interest Inventory	28
9.	Resources for the Recreation Program	30
10.	Recreation Programs in Demand	31
11.	New Skills/Interests	32
12.	Objectives for Your Recreation Program	33
13.	Methods to Involve Citizens in Program Design	34
14.	Resource Limitations	35
15.	Public Agencies in Your Community	43
16.	Private, Semi-Private and Commercial Resources	46
17.	Other Public Resources	48
18.	Citizen Participation	52
19.	Program Publicity Plan	54
20.	Recreation Director's Authority	63
21.	Glossary of Legal Terms	67
22.	Fiscal Accountability	72
23.	Recreation Program Funding Sources	74
24.	Anticipated Expenditures	76
25.	Anticipated Revenues	77
26.	Available Recreation Programs	87

CHAPTER 1

WHAT WE KNOW ABOUT RECREATION PROGRAMMING IN WISCONSIN COMMUNITIES

Purpose

In the spring of 1980 an educational project involving all part-time recreation directors in Wisconsin was begun. The purpose of this project, funded through Title V, Rural Development Act, was to learn about community recreation in towns which did not employ full-time recreation staff. In addition, a questionnaire was distributed to part-time recreation directors to determine:

1. the general characteristics of the directors and their communities, and
2. the needs for education or training in recreation programming.

This manual was developed in response to the training needs expressed on the questionnaire. It was specifically designed for recreation directors with similar characteristics of job and community. The purpose of Chapter 1 is to summarize the results of the questionnaire so the remainder of the manual can be put into a meaningful context.

As you read through Chapter 1, you will note the characteristics associated with the position of part-time recreation director. You are encouraged to compare your position, community, and needs with the results of the study conducted last summer.

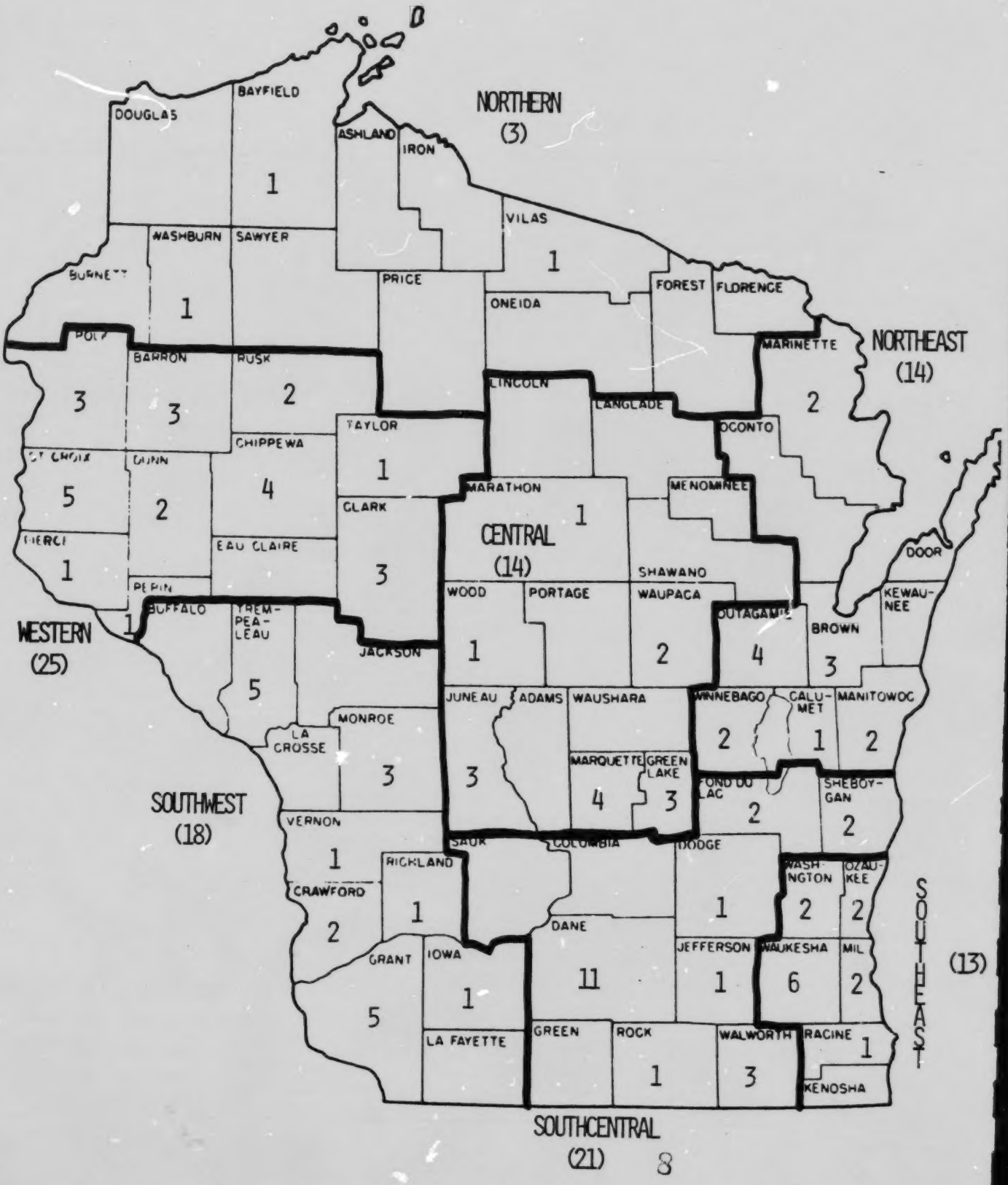
Characteristics of the Position

Part-time recreation directors are distributed fairly evenly throughout the state. The distribution of the communities who responded to this study is shown in Figure 1. An estimated 200 communities in Wisconsin employ part-time recreation directors. You may want to shade the county where your community is located. Appendix B has a list by county of the communities which have an identified part-time recreation director.

The average community having a part-time recreation director has a population of 2,793 persons. Twenty-three percent of the communities were less than 1,000 in population, 35% had from 1,000-2,000 residents, 16% had from

FIGURE 1

DISTRIBUTION OF STUDY RESPONSES BY COUNTY AND EXTENSION DISTRICT



2,000-3,000 residents, 14% had from 3,000-4,000 residents, and 12% of the communities were over 4,000 in population.

What is the population of your community? _____

Sixty-three percent of the recreation directors were employed by their community's municipal government. The school district employed 14% of the respondents while 11% were employed jointly by the schools and municipalities. The remaining 12% were employed by non-profit, private, county or state organizations.

Who is your employer? _____

The recreation job was a seasonal position (part-time or full-time) for 69% of the directors. Twenty-six percent were employed year-round on a part-time basis and 5% were volunteers. The average number of hours worked per week was 29 hours with 5 hours devoted to planning, 8 hours to supervising, and 16 hours per week spent actually conducting recreation programs. Eleven percent of the respondents said they spent no time planning, 24% spent no time supervising others, and 9% spent no time conducting programs.

Table 1 provides an opportunity for you to estimate the time spent in planning, supervising, and conducting programs.

TABLE 1

TIME SPENT IN PLANNING, SUPERVISING, AND CONDUCTING RECREATION PROGRAMS

	Study Average	Your Average
Total Hours Worked per Week	29 100%	
Planning Hours $\frac{\text{Planning}}{\text{Total Hours}} = \%$	5 17%	
Supervising Hours $\frac{\text{Supervising}}{\text{Total Hours}} = \%$	8 28%	
Conducting Hours $\frac{\text{Conducting}}{\text{Total Hours}} = \%$	16 55%	

Almost all directors were involved in the recreational position during the summer months. Almost 18% of the coordinators worked in the fall, 22% in winter, and 23% in spring. The average length of time worked was 4 1/2 months.

Almost 71% of the respondents in this study said they had been in their position for 4 years or less. The average tenure of part-time recreation directors was 5 years.

How long have you held your current recreation position? _____

Part-time recreation directors were supervised by a variety of "bosses". Table 2 provides the frequencies of each supervisor's title mentioned. This table indicates that recreational administration varies among Wisconsin communities.

TABLE 2

SUPERVISOR'S JOB TITLE INDICATED BY PART-TIME RECREATION DIRECTOR

Title	Frequency
No Supervisor	19
Village Board	18
Village President	16
Superintendent of Schools	14
Recreation Board	11
Recreation Supervisor	11
Village Clerk	5
Athletic Association	3
Park Director	3
School and City (Joint Supervision)	3
No Answer	2
Superintendent of Public Works	2
Athletic Director	1
TOTAL	108

The average yearly salary for the part-time recreation director was $1,632. To accurately compare salaries one must take into consideration the months worked in a year and the hours worked in a week. By using a formula for hourly pay, the average part-time director earned $4.34 per hour. To figure your average hourly pay, use the following formula:

$$\frac{\text{Yearly Salary}}{\text{Months Worked}} = \text{Average/Month; then } \frac{\text{Average/Month}}{\text{Work Hours per Week x 4}} = \text{Average Hourly Pay}$$

Characteristics of Programs and Facilities

Recreational programs were mainly designed to serve the youth in Wisconsin communities (see Figure 2). The most common youth programs offered were leagues (84%), physical skills (61%) and outdoor recreation (65%). About half of the communities offered aquatic instruction and arts and crafts for youth. Preschool children were involved in programs of physical skills, aquatic instruction, and arts and crafts in about one-third of the communities. Adult leagues were found in one-third and adult swim instruction in one-fourth of the small communities; other adult programs were limited.

Several common facilities were used for recreational programming in Wisconsin communities. Playing fields, parks and schools were used by nearly all communities. Forty-two percent of the communities had pools and 21% had beaches. Several communities had recreation centers and libraries which were used for programs. Churches were also available in some communities. The question requesting information about local facilities did not ask what facilities were available but what facilities were used.

Characteristics of the Directors

Eighty percent of the respondents to this survey were males with an average age of 34 years. Less than 20% were females averaging 25 years of age. An overall breakdown of age groupings is found in Table 3. The youngest person was 16, the oldest was 72.

TABLE 3

AGE OF PART-TIME RECREATION DIRECTORS

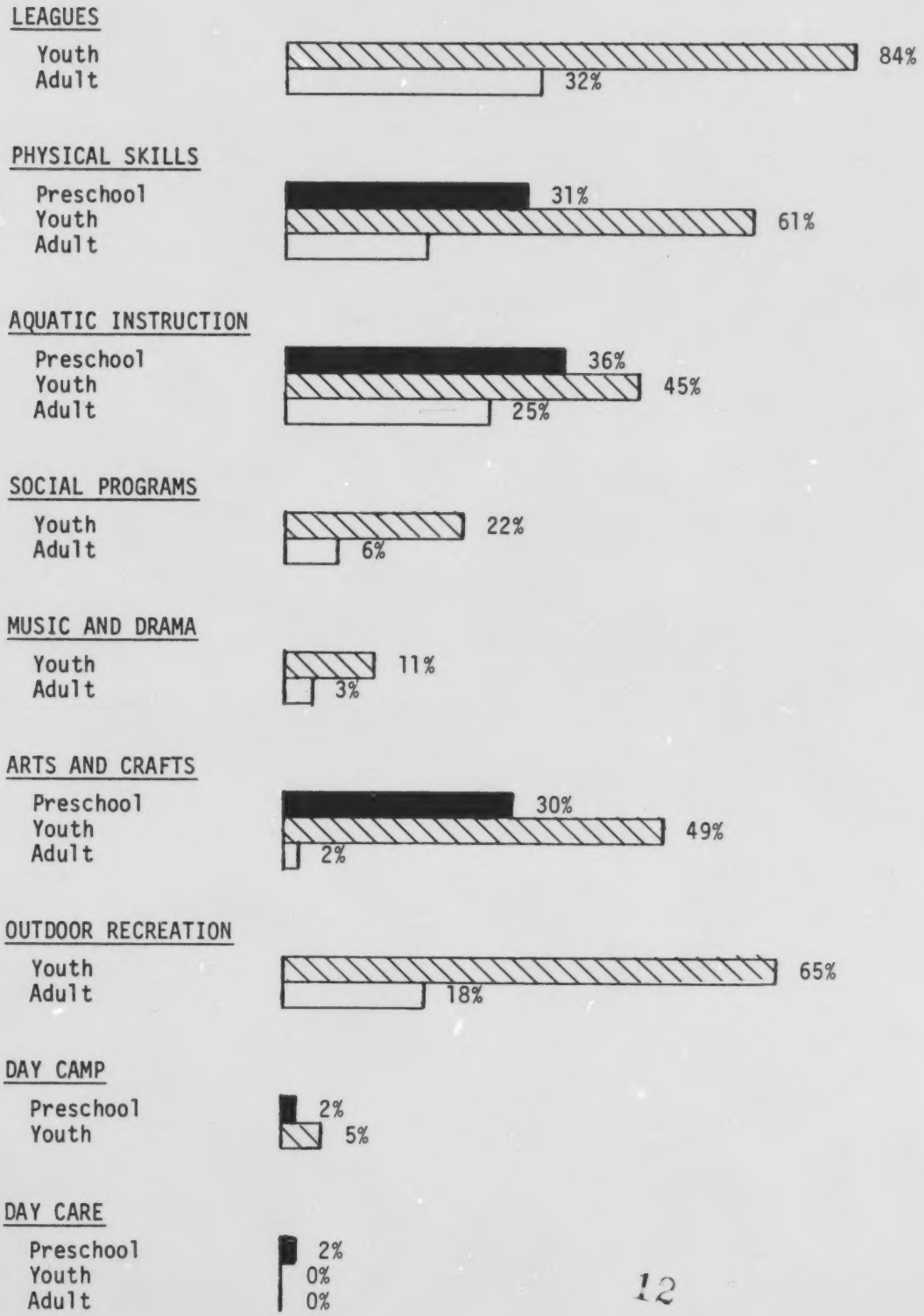
Age	Frequency	Percentage
16-22	22	20%
23-30	28	26%
31-40	38	35%
41-50	14	13%
Over 50	5	5%
TOTAL	107	100%

Over three-fourths of the recreation directors were employed in other work. About 70% of those employed elsewhere were in the education profession (teachers, coaches, administrators, counselors). Over 80% of the persons with other jobs worked at least 40 hours per week at these jobs.

The part-time recreation directors were well-educated. The majority (69%) held four-year degrees from a college or university including 23% who

FIGURE 2

PERCENTAGE OF COMMUNITIES OFFERING VARIOUS RECREATION PROGRAMS



had earned master's degrees. The most common college majors were in the field of education (elementary, physical, secondary, administration, counseling). Over half of the respondents had had formal course work in 1978, 1979, or 1980. Twenty-eight percent were presently pursuing a college degree.

Over half of the part-time recreation directors had no membership in professional organizations related to their recreation position. The most common memberships were WIAA (Wisconsin Interscholastic Athletic Association) and AAHPERD (American Alliance for Health, Physical Education, Recreation and Dance) with, respectively, 31% and 10% of respondents as members.

Do you think it is important to belong to professional associations?

___ Yes ___ No Why or why not? _____

_____

Summary of Training Needs

The study was divided into five broad need assessment categories: staff management, budgets and finance, planning and development, administration, and programming. The highest needs scores expressed by part-time recreation directors within the area of programming were innovative and sports programs. Administrative needs were highest in the area of safety and security, legal responsibility, liability/risk management, and working with boards and the community. Public relations training was rated highest in the area of staff management. This need was closely related to the need for developing working relations with boards and communities. The needs that seemed most important in the area of budgets and finance were training in developing budgets and locating revenue sources for financing programs. The overall area of planning and development was of moderate interest to respondents. It seems that the needs of part-time recreation coordinators reflect those areas for which they are most responsible. The needs revolve around developing and maintaining successful programs for the community. Table 4 lists the means based on a 4-point Likert scale for responses to each topic in the questionnaire. In the center column, you can check which topics are among your high interests or needs.

TABLE 4

TRAINING NEEDS AND INTERESTS EXPRESSED BY
PART-TIME RECREATION DIRECTORS

Area	Your Needs	Need (Based on 4-point Likert Scale)*
STAFF MANAGEMENT		
Interviewing/Hiring Practices	_____	2.3
Staff Recruitment/Training	_____	2.4
Staff Supervision	_____	2.5
Staff Evaluation	_____	2.4
Volunteer Recruitment/Training	_____	2.5
Public Relations	_____	2.8
Personal Career Training	_____	2.5
BUDGETS AND FINANCE		
Developing Budgets	_____	2.8
Setting User Fees	_____	2.4
Determining Salaries	_____	2.4
Budget Control Systems	_____	2.5
Revenue Sources (grants-fees)	_____	2.8
PLANNING AND DEVELOPMENT		
Facility Management	_____	2.5
Long Range Planning	_____	2.7
User Needs Assessments	_____	2.5
Community Resources	_____	2.7
Determining Goals and Objectives	_____	2.7
ADMINISTRATION		
Working with Boards and Community	_____	2.9
Management Techniques	_____	2.7
Promotion Techniques	_____	2.7
Safety and Security	_____	3.0
Liability/Risk Management	_____	2.9
Legal Responsibility	_____	3.0
Maintenance Operations	_____	2.6
Equipment Control	_____	2.6
PROGRAMMING		
Sports Programming	_____	2.8
Social Programming	_____	2.6
Arts/Crafts Programming	_____	2.7
Music/Drama Programming	_____	2.3
Outdoor Programming	_____	2.7
Day Care	_____	1.9
Special Events	_____	2.7
Innovative Ideas in Programming	_____	3.0
Program Scheduling Techniques	_____	2.7
Programming for Special Groups	_____	2.6
Program Evaluation	_____	2.7

* 1 = No Need, 2 = Little Need, 3 = Some Need, 4 = High Need

Did needs and interests vary according to geographic area, population of the community, or gender of the respondent? An analysis of the training needs by Wisconsin Extension Districts, population of communities, and gender of the director found no significant differences in the value assigned to each need. This suggested that recreation directors and programs in communities under 8,000 in population had very similar characteristics throughout the state of Wisconsin. It also underscored the importance and validity of developing a statewide program to address common needs of part-time public recreation directors in rural Wisconsin.

The following chapter addresses the major needs and interests which were identified in the study. The PURPOSE and PREVIEW sections of each chapter describe the highlights of the chapter. You are free to choose whether or not the chapter meets your training needs. You may pick and choose throughout the remainder of the manual those content areas which would be useful to you.

CHAPTER 2

THE RURAL COMMUNITY

Purpose

This chapter will help you learn about the community in which you work as a recreation director. Your accurate appraisal of the unique characteristics of your community is a sound foundation on which to build a successful recreation program.

Preview

PART I: CHARACTERISTICS OF RURAL COMMUNITIES IN WISCONSIN

Summary: Rural communities in the United States have changed a great deal in this century. Major changes have occurred through the far-reaching process of urbanization. Changes in community characteristics may be accompanied by problems and needs which were not experienced previously.

Application: What are the unique characteristics of your Wisconsin community? Are there trends which affect the character of your community? How does community change affect your recreation program?

PART II: COMMUNITY PLANNING ROLES

Summary: Problems and needs which accompany the growth and development of communities call for community planning efforts. The most effective planning occurs when community residents take a leadership role in the effort. The greater the involvement of each community member in making plans, the more likely the problems will be solved and needs will be met to the satisfaction of all.

Application: Who do you consider the "planners" or influential people in your community? Of these people, who might influence recreational program development? To what extent are community residents informed of and involved in planning which affects community life? What is <u>your</u> role in community planning?

PART III: COMMUNITY PLANNING ELEMENTS

Summary: Each community is a system of interrelated elements. Because of the interdependency of all aspects of life in a community, a specific plan for change in one area will effect changes on the community as a whole. Consequences of plans for change must be carefully analyzed.

Application: What are the cultural, social, psychological, economic, political and environmental elements of your community? Is there any aspect of life in your community which does not contain all of these elements? How do recreation plans affect these elements and other aspects of community life?

Content

I. CHARACTERISTICS OF RURAL COMMUNITIES IN WISCONSIN

Rural communities in the United States have changed a great deal in this century. In the early 1900's, rural communities were distinctly different from the rapidly growing urban areas. Today, the process of "urbanization" of areas around industrial centers has been extended to almost all cities and towns in the United States. What is urbanization and why is almost every community experiencing it?

Urbanization is a process characterized by several kinds of changes. A rural community may become more urbanized when the mechanization of surrounding farms and decrease in farm labor needs causes farm people to move their residence and employment to the local community. The result is an increase in population of the rural community and greater need for community services characteristic of urban areas. One of the services needed as a community grows is the provision of recreational opportunities.

Several other urbanizing trends have affected rural communities. One is the trend of industries to locate their plants in small communities. Another is urban workers taking up residence in nearby rural towns. Both trends affect the local tax base by increasing the amount of public monies available. This allows communities to afford an increased number of community services.

New residents bring with them the values, attitudes and lifestyles they developed as urban residents. Their style of life in the city may have included forms of recreation which are unavailable in the rural community. Rather than accept the lack of recreational opportunities they may initiate an effort to provide new services.

The process of urbanization is far-reaching. It may even occur in communities where the trends just mentioned have not occurred. This is possible through vast improvements in communication and transportation networks. As rural residents listen to the radio, watch TV, or visit with urban friends or relatives on the telephone, they are exposed to the values of a rapidly growing society. The process of adopting values expressed through contact with various media sources is very subtle, but present nevertheless.

The changes occurring in our transportation system have had an interesting effect on recreational opportunities and values. When highway systems were developed and gasoline was cheap, vacation travel and trips to nearby communities for recreation was common. The decade of the 1980's will likely be characterized by decreasing travel unless a solution to the gas shortage and soaring energy prices can be found. This means that people may need to substitute forms of recreation which do not depend on transportation.

Many communities still possess what can be called traditional rural characteristics. Some of these are listed below:

1. a small population size;
2. a surrounding area which is small and underdeveloped;
3. a lack of anonymity among residents (everyone knows everyone);
4. similar ethnic backgrounds, political philosophies, religion and social class among residents;
5. a limited number of organizations and services;
6. a limited variety of job opportunities.

As a rural community loses these characteristics it becomes more urbanized. Changes in population size and density, in physical layout of the community, in economic structure, in availability of services, and in sociocultural backgrounds of residents may create problems in communities. You may be aware of problems in your community that have developed from recent changes. Problems may occur with job opportunities, housing, education, recreation or a variety of other areas of concern.

The relationship of community problems and needs to the urban or rural nature of a community is significant. The following activity (1) is a way you can apply the previous information to your community. Your community is not completely rural or completely urban in any respect. The six rural characteristics just mentioned are listed on the left side below with the corresponding urban trait listed to the right. A line is drawn between the rural and urban characteristics to show a connection between the two extremes. Think about your community and try to make an X somewhere along each line to reflect the characteristics of your locality. Below each line is a question relating to recreational problems or needs which are affected by the urban or rural nature of your community.

ACTIVITY 1
RURAL/URBAN CHARACTERISTICS

Population Size: Small ⟷ Large

What effect does the size and growth of your community have on the development of a recreation program?

Surrounding Area: Small/Un-Developed ⟷ Expansive/Complex

How does the surrounding area influence community recreation?

Anonymity of Residents: None ⟷ Much

Can a recreation program affect the degree of anonymity in a community?

Backgrounds of Residents: Similar ⟷ Diverse

How can similar backgrounds be beneficial in planning recreation programs?

How can diverse backgrounds be beneficial in planning recreation programs?

Organizations and Services: Few/Non-Specialized ⟷ Many/Highly Specialized

As community organizations and services increase, do recreational resources increase as well? How or how not?

Variety of Job Opportunities: Little Variety ⟷ Great Variety

If most community residents have similar jobs, do you think that their recreational needs or interests will be similar?

II. COMMUNITY PLANNING ROLES

Change in communities over time calls for planned efforts to alleviate the accompanying problems and to meet the needs of residents. The most effective community planning occurs when community residents take a leadership role in the effort. A community thrives on the cooperation of its residents in all phases of its growth and development, including recreation.

A community is made up of interdependent relationships among people. The similar backgrounds of rural residents indicates very close relationships and calls for a greater degree of cooperative planning than is commonly found in urban areas. Rural communities do not have the complex, centralized government common to urban communities. This means that planning in small communities depends on the support and participation of a number of community representatives (elected and non-elected). The opportunity to be active in planning community programs is important to rural residents because they are concerned about their own lives and their community's development.

Planning specialists from outside the community may offer valuable assistance. Recreation planning specialists may be county extension agents, Department of Natural Resources (DNR), or University faculty. Their expertise in specific content areas, knowledge of program administration, and familiarity of governmental funding sources may help spur a program idea or plan into reality. Specialists may be able to help communities coordinate their planning efforts by encouraging cooperation and generating enthusiasm among all residents. Community planning will result in effective and lasting solutions only through the enthusiastic support of every member of the community.

Activity 2 below provides space for you to list members of your community (elected officials or lay persons) that you would consider to be leaders or influential persons in one way or another. After each name you may list the specific area in which these influentials are involved. For example, you may list a woman, Sue Jones, who leads a group of parents in providing a softball program for children. Elected officials are influential in some areas of community concern but not others. By listing various community leaders that exist, you may begin to see where the strongest or most vocal support lies for your recreation program. Chapter 4 elaborates on the importance of cooperating with these existing leaders in the development of your program. In Chapters 3 and 4 you will also have the opportunity to think of other "untapped" human resources who are potential assets to the community recreation program.

ACTIVITY 2

COMMUNITY LEADERS

Name	Area of Influence

Think about:

To what extent are community residents informed of and involved in planning which affects community life? Do you think that more involvement and participation is needed in your community? To what extent are you involved in overall community planning?

III. COMMUNITY PLANNING ELEMENTS

In addition to the participation of people in planning, community planning should consider and involve all elements of life in a community. The following elements are presented in all communities. They are all interdependent and, thus, even a recreation program can affect all aspects of life in a community.

1. Cultural Elements: The combination of distinctive achievements, beliefs and traditions that are found in a community. The individual community member gains many perceptions of life in this world through the culture of the local community.

2. Social Elements: The composition of people in a community, characteristics of groups and group life, and the process of interaction and communication among people.

3. Psychological Elements: The unique, individual members of a community who have their own thoughts and attitudes about situations in their public and private lives.

4. Economic Elements: Factors relating to the production of goods and services in a community.

5. Political Elements: The power structure of a community which is composed of elected officials, community leaders, and a legal framework imposed at the local, state and national levels.

6. Environmental Elements: The physical environment of land and space within which a community exists (adapted from Boyle, 1977).

Each planning task involves identifying and analyzing all of these elements and their interrelationships as they affect the total community. Involving the people of the community in recreational planning is necessary if plans are designed and modified to meet the expectations of community residents.

How does your recreation program (as it exists today) affect the elements of life in your community? Effects may be positive or negative. Jot down your thoughts after each item that is listed below.

ACTIVITY 3

PLANNING ELEMENTS

1. Cultural Elements (examples: promoting ethnic pride; developing artistic talents; making a sport or activity available that has been a traditional source of enjoyment for the residents):

_____

_____

_____

_____

2. Social Elements (examples: programs for selected groups within the community; community-wide special events):

3. Psychological Elements (examples: adapting a program for special needs of an individual; dealing with concerns of parents):

4. Economic Elements (examples: fees for self-supporting programs; special events as a source of income; use of volunteer help as a source of labor):

5. Political Elements (examples: communications with the recreation board; program boundaries defined by legal descriptions of public areas):

6. Environmental Elements (examples: intensive use of an area which results in maintenance problems; developing an environmental awareness program):

Conclusion

As a recreation director, you have an impact on the quality of life in your community. Your programs can both affect and reflect the values of community residents. By making an effort to understand your community and the complex needs of the people you serve, you are more assured of conducting a popular and useful program. It is important to recognize the value of your input in community planning processes both as an individual citizen and as a special program director. Your actual involvement in local planning will vary depending on the nature of community organization that is present. Your involvement in recreational planning is essential. The following chapter addresses recreational program development and one method of participatory planning.

REFERENCES

Boyle, Patrick G. Problem-Solving Programming, University of Wisconsin-Madison and Extension, 1977.

Hjelte, George and Shivers, Jay S. Public Administration of Recreational Services, Philadelphia: Lea & Febiger, 1972.

Murphy, James F. and Howard, Dennis R. Delivery of Community Leisure Services: An Holistic Approach, Philadelphia: Lea & Febiger, 1977.

Poplin, Dennis E. Communities - A Survey of Theories and Methods of Research, New York: Macmillian, 1979.

Reiss, Ellen Ruth. "Rural Residents and Their Recreation - Observations From the Country", 1979, unpublished paper acquired from the Heritage Conservation and Recreation Service (HCRS), U.S. Department of the Interior, Washington, D.C. 20240.

CHAPTER 3

RECREATION PROGRAM DEVELOPMENT IN THE RURAL COMMUNITY

Purpose

This chapter will help you to think about the importance of recreation to your community and the effect a well-planned recreation program can have on community and human development. A program planning process is outlined as a means to successful program development.

Preview

PART I: ROLE OF RECREATION IN A COMMUNITY

Summary: Recreation programs can help revitalize a sense of community responsibility and can help promote meaningful relationships among individuals and groups in the community. The development of healthy individuals through community recreation is the primary goal of these programs.

Application: How does your recreation program contribute to individual life-satisfaction and community well-being?

PART II: CHARACTERISTICS OF RURAL COMMUNITY RECREATION

Summary: The characteristics of recreation in rural communities is changing through trends which are a result of urbanization and modern life. Publicly-sponsored recreation programs are becoming more common and accepted in rural areas as a means to improve life within the community.

Application: What kind of change has occurred in the provision of recreation services to your community in recent years?

PART III: PROGRAM PLANNING IN THE RURAL COMMUNITY

Summary: The practice of an ongoing process of recreation program development will provide continuity of purpose and improvement of services over time. This section outlines one example of a continuous program development process.

Application: Can you design a program which contributes to life enrichment through the development of recreational skills and interests?

Content

I. ROLE OF RECREATION IN A COMMUNITY

In the last activity in Chapter 2 you considered the elements of community life affected by your recreational program (cultural, social, psychological, economic, political and environmental). Recreational programs intentionally planned as contributions to these aspects of community life have the potential for improving the quality of life. Rural communities are increasingly affected by the urbanization of society and are in need of programs which can reunite the community and develop healthy citizens. Recreation programs can help revitalize a sense of community responsibility and promote meaningful relationships among individuals and groups in the community.

Traditionally, the recreation programs have not been planned with specific outcomes in mind. Recreation activities were justified by well-worn statements such as "they have always been offered", "everyone can have fun", or "every child needs the opportunity to play organized team sports". The activities took place as a form of diversion from everyday life and developmental needs may or may not have been met in the process.

Today recreation is viewed as an opportunity for growth and expression for all citizens of the community. Many beneficial outcomes occur as a result of recreation participation. The following activity (4) includes a list of potential recreation outcomes divided into five categories. After each of the behavioral outcomes, there are two columns for your use. Think about the total recreation program you direct and check the appropriate column depending on whether you: (1) provide for the outcome or (2) do not provide for the outcome.

If you find that your program is focusing more in one area of human expression than another (i.e. many more physical outcomes than others), you may not be providing the greatest opportunities for self-expression for individual participants. It follows that, if your program focuses more on some elements of community life than others (see Activity 3), you may not be providing maximum opportunities for human and community development.

ACTIVITY 4

POTENTIAL RECREATION OUTCOMES*

	Provided for	Not Provided for
PHYSICAL		
Relief of Tension		
Relaxation		
Exercise		
Motor Skill Development		
Rehabilitation		
Fitness		
Coordination		
Physical Growth		
Muscle Tone		
Rejuvenation		
Testing of Body Capabilities		
PSYCHOLOGICAL		
Anticipation		
Reflection		
Challenge		
Accomplishment		
Excitement		
Achievement		
Aesthetic Appreciation		
Self-image		
Introspection		
Security		
Pleasure		
Self-confidence		
Self-actualization		
Enjoyment		
Exhilaration		
Self-expression		
SPIRITUAL		
Ecstasy		
Mind Expansion		
Transcendence		
Revelation		
Release		
Contemplation		
Meditation		
Wonderment		

	Provided for	Not Provided for
INTELLECTUAL-EDUCATIONAL		
Mastery		
Discovery		
Learning		
Insight		
Intensified Skills		
New Experience		
Develop Avocations		
Cultural Awareness		
Learning about one's self		
Evaluation		
Synthesis		
Problem Solving		
SOCIAL		
Interpersonal Relationships		
Friendships		
Trust		
Companionship		
Involvement		
Fellowship		
Communication		
Group and Family Unity		
Develop Sense of Community		
Compatibility		
Appreciation		
Cultural Sharing		
Concern for Others		
Belonging		
Interaction		

*(Adapted from Murphy and Howard)

II. CHARACTERISTICS OF RURAL COMMUNITY RECREATION

In the past, recreational needs in rural areas were met through the initiative of individuals, families and various clubs and organizations which had primary goals other than the provision of recreation. Some of these providers have been public schools, farm organizations, business groups, churches, private agencies and special interest groups. The county extension department and state university system have offered some external support for recreational programs in the form of guidance and resources. The efforts of these groups in the provision of education and recreation services have been a source of community identity, involvement and solidarity.

As has been mentioned, rural areas are experiencing changes associated with the urbanization of our society: breakdown of community relationships, increased leisure time, and increased cost of living. Rural residents are experiencing modern improvements in transportation and communication which have expanded recreational opportunities. An increase in the leisure time of adults in rural areas has occurred through the change in employment from agricultural to industrial and service fields and through modern improvements in living. This has made it difficult for traditional providers of recreation to meet the increasing needs for leisure time activities. The expansion of private and commercial recreation services has also been slowed or halted due to high land values, construction costs, loan interest rates, and taxes. These trends may be counter-productive to community development if people are spending less time in activities which permit social groupings of community members.

The provision of publicly-sponsored recreation programs is becoming more common in rural areas. The State of Wisconsin has passed "enabling legislation" which allows local governments to provide recreation programs and to acquire any facilities or lands they may need for recreational use within their boundaries. This legal power and governmental support gives public programs an advantage over private and commercial sponsors of recreational services and facilities. (More detail on the legal basis for public recreation is found in Chapter 5.) However, public programs are not immune to problems of inflation; recreation programs are severely challenged for their share of local operating revenues when governmental budget-making occurs.

The challenge faced by you as community recreation programmers, is to accurately assess what recreational needs and options exist in your community. You must carefully consider the present conditions of local recreation so the plan for a community program does not provide unnecessary or duplicate services. The recreation program must be justified by community needs which would go unmet if there were no public support for this service. An accurate evaluation of present recreation in the community may lead to new directions in recreation programming providing for the improvement and enhancement of community life.

At this point, can you formulate a general statement which describes the philosophy and goals of your community recreation program as it exists today? (Activity 5) Consider the elements of community life that your program affects (Activity 3) and the potential outcomes that your program may produce (Activity 4). Does your program improve or enhance the quality of life in your community?

ACTIVITY 5

STATEMENT OF RECREATION PROGRAM PHILOSOPHY AND GOALS

_____

_____

_____

_____

III. PROGRAM PLANNING IN THE RURAL COMMUNITY

A recreation program is composed of a complex of opportunities including a broad range of organized and self-directed activities which aim to improve the lives of community residents. Recreation directors assume that recreational opportunities are needed in their community, but the exact nature of recreational needs and the role that a public program can play in meeting needs is unique to each community. Recreation directors should plan choices and opportunities to broaden interests and enrich the lives of residents. The following section describes the steps which may be taken in planning an effective recreation program in your community.

OUTLINE OF PROGRAM PLANNING PROCESS

1. LEARN ABOUT YOUR COMMUNITY
   - (a) Community Characteristics
   - (b) Population Characteristics
   - (c) Recreational Needs and Interests
   - (d) Community Resources

2. SET OBJECTIVES FOR YOUR PROGRAM
   - (a) Recreational Demand
   - (b) Recreational Needs
   - (c) Expansion of Interests

3. DESIGN THE RECREATION PROGRAM
   - (a) Participative Planning
   - (b) Base the program on Steps 1 and 2
   - (c) Focus carefully on resource limitations
   - (d) Present the program to officials, leaders and citizens for approval

4. IMPLEMENT THE RECREATION PROGRAM
   - (a) Purchase necessary equipment or supplies
   - (b) Train leaders or assistants
   - (c) Publicize the program
   - (d) Ready facilities and areas
   - (e) Conduct the program

5. EVALUATION OF RECREATION PROGRAM
   - (a) While program is in progress
   - (b) At the end of a program session

1. LEARN ABOUT YOUR COMMUNITY: The first step in program planning is to learn about your community and the people residing within it.

(a) Community Characteristics: The activities in Chapter 2 allowed a consideration of your community in terms of rural or urban factors, trends toward urbanization, community problems and needs associated with change, current community planners and leaders, and the composition of various elements of community life. One more concern is to discover whether there exists any overall community and human development goals. Goals formulated by community leaders and citizens must be known so that your program can be integrated with overall community planning efforts. Talk to local officials and leaders about your community's goals for development. It may be that goals are not formally written anywhere but are clearly present in the minds of those involved in community decision making. In the space below (Activity 6) jot down what you have discovered about overall goals for local community and human development.

ACTIVITY 6

GOALS FOR COMMUNITY DEVELOPMENT

_____

_____

_____

_____

How do your community's goals relate to recreation?

(b) Population Characteristics: Demographic information is probably available at your village hall from the census data. Learning about some of the characteristics of your clientele will help you plan a balanced program for the community as a whole. After each characteristic is listed (Activity 7), there is a space for you to write in the appropriate information for your locality.

ACTIVITY 7

DEMOGRAPHIC INFORMATION

Age: You may want to group ages as follows or in a form appropriate to your program.

		# Female	# Male	TOTAL #
Preschool	(ages 0 to 5)			
Children	(ages 6 to 12)			
Youth	(ages 13 to 17)			
Young Adults	(ages 18 to 25)			
Adults	(ages 26 to 59)			
Elderly	(ages 60 & Over)			
	TOTAL			

Sex: There is a space in the table above to break down the age groups by gender if the information is available. This may help you make programming decisions which are appropriate for special clientele groups. The only true sex differences are those physiological characteristics which differentiate males from females. However, there are psychological differences between males and females which have been fostered by cultural and social mores. Do stereo-

types attributed to male and female behavior affect your recreation programming? Explain:

_____

_____

_____

_____

Socioeconomic Status: The estimated income levels of local households may help you understand the degree of support you may expect for your program. Low cost programs may have a better reception in some areas than in others.

Occupation: The types of jobs held by community residents is another form of information to help you understand your clientele. Rural areas in the past have been composed almost entirely of farmers and agriculture-related workers. Occupational information can help you discover not only who you serve but also who can be of service to you.

	Occupation of Residents (#)
Agricultural	_____
Business	_____
Industrial	_____
Clerical	_____
Service	_____

How many are employed within the Village boundaries? _____

How many are employed in outlying rural areas (farms)? _____

How many are employed in other towns or cities? _____

(c) Recreation Needs and Interests: The most important task in planning effective recreation programs is the accurate assessment of recreation needs and interests of potential program participants. Obviously it is difficult to ask every member of a community to list their interests and needs, but care must be taken to involve a fair representation of your community to get an overall picture of community recreational preferences. A common method used to accomplish this task is the administration of a needs assessment survey or questionnaire. Unfortunately, time, money, and personnel are needed to conduct and evaluate a survey. County extension agents may be able to assist you in developing and administering a survey of needs and interests in your community.

Another method of assessment involves less administration and coordination. You may identify groups and organizations within your community to whom you can present your concerns about community recreational needs. Some groups you might consider are: the PTA, churches and synagogues, local councils, social and athletic clubs, youth clubs and cliques, nationality and ethnic groups, school personnel, police departments, local businesspeople, and local industry. Your community may have a recreation board or committee which is already performing needs assessments as part of their function. (Chapter 4 has more information on the role of boards and committees.) After evaluating current recreational interests you may find some programming interests common to particular groups.

Below is an example (Activity 8) of an interest inventory which may be used in a written questionnaire form or as a guide for oral discussion with community groups and individuals. Look over the example. Would an interest assessment be useful in your community? What information is most important? Is there additional information that you could request? The form will need to be revised to be appropriate to your situation.

ACTIVITY 8

RECREATION INTEREST INVENTORY

1. Please fill in the following information:

   Your Age _____

   Female _____ or Male _____

2. Indicate the degree of interest you have in the following program activity areas by checking the appropriate column:

	Great Interest	Average Interest	No Interest
Sports and Games	_____	_____	_____
Social Recreation	_____	_____	_____
Arts and Crafts	_____	_____	_____
Music, Drama and Dance	_____	_____	_____
Outdoor or Environmental Activities	_____	_____	_____

3. Indicate the type of program format you enjoy most as a participant, Rank these in the order of your preference (1 = most preferred, 5 = least preferred).

Clinics, Workshops, Classes	_____
Tournaments	_____
Clubs	_____
Special Events or Preformances	_____
Open Facility	_____

4. Indicate the times that you are available to participate in recreational activities:

		Times Available
WEEKDAYS		
_____	Morning	_____
_____	Afternoon	_____
_____	Evening	_____
WEEKENDS		
_____	Morning	_____
_____	Afternoon	_____
_____	Evening	_____

5. Do you have any special needs or requests for recreational opportunities?

_____

_____

_____

(d) Community Resources: The final task in learning about your community is the discovery of community resources potentially available for use in your recreation program. You will want to keep expressed needs and program possibilities in mind when you inventory your resources. Resources are of several types: facilities, people and funding. These types and a brief description are listed below with a space for you to list your community resources.

ACTIVITY 9

RESOURCES FOR THE RECREATION PROGRAM

Facility Resources: List the indoor and outdoor facilities and areas which are used or could be used for your recreation program. Include the activities which could occur in each area or facility.

Facility	Use

People Resources: Those who can contribute some expertise to your program are human resources. Make a list of names of potential contributors followed by their occupation, specific training, or recreation experience which related to your program. For example, you may list an amateur photographer who might volunteer to lead a group on a photography nature hike.

Name	Expertise

Name	Expertise
_____	_____
_____	_____
_____	_____

Funding Resources: These include potential revenue (money) sources for recreation program expenses. What amount of financial resources do you have available for your recreation program? Do you have other sources of funding in addition to these three?

Appropriations from Village or School Operating Fund _____

Private Gifts, Donations, Trust Funds _____

User Fees and Charges _____

(See Chapter 6 for additional information on financial resources.)

Recreational resources might also include availabilities outside your community (neighboring countryside, rural communities nearby, consolidated schools, urban centers). Remember to include these as you determine the resources available. Upon completion of this section, you should have an understanding of your community and the potential for recreation program development.

2. SET OBJECTIVES FOR YOUR PROGRAM: There are three factors which enter into the formulation of objectives for your program: (a) recreational demand, (b) recreational needs, and (c) the expanding of recreational interests.

(a) Recreational Demand: Which programs are presently in demand in your community? List in Activity 10, the recreation programs which are most often requested and well-attended.

Activity 10

RECREATION PROGRAMS IN DEMAND

_____

_____

_____

_____

(b) Recreational Needs: This includes physical, mental, psychological, social, and spiritual needs which are the outcomes of a recreation program. These needs were discussed earlier in this chapter.

(c) Expansion of Interests: Recreation opportunities can enrich the lives of residents by expanding their interest. The demands and needs expressed by community residents may only reflect their previous recreational experiences. As a recreation professional, you should be able to design programs which will stretch interests beyond the activities traditionally offered. List (Activity 11) some new skills or interests that might be developed through your recreation program.

ACTIVITY 11

NEW SKILLS/INTERESTS

_____

_____

_____

_____

You have now considered the demands, needs, and interests of your specific community. It may be valuable to look at the following list of objectives developed by Butler (1976, p. 232) as a universal guide for all recreational programs.

1. provide equal opportunity for both sexes and all ages, not forgetting the ill and handicapped,
2. include a wide spectrum of activities serving the needs and interests of all the people,
3. take into account the widely different tastes and interest of individuals,
4. offer activities affording varying and progressive degrees of skill and ability,
5. carry over into adult life the skills and interests acquired in school and college,
6. encourage individuals and groups to expand their interests and provide their own activities,

7. involve the active participation of individuals and community groups in planning the program,

8. utilize fully and wisely all available community resources--human and physical,

9. provide recreation opportunities within the financial abilities of all the people, and

10. undergo continuous constructive evaluation.

Can you formulate a list of objectives for your program for the coming year? (Consider demands, needs, and expansion of interests.) These objectives should be consistent with the philosophy statement you formulated earlier (Activity 5).

ACTIVITY 12

OBJECTIVES FOR YOUR RECREATION PROGRAM

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

3. DESIGN THE RECREATION PROGRAM: The design stage of program development involves four parts: (a) providing for the participation of residents in planning; (b) basing the program on community characteristics and program objectives; (c) focusing carefully on your resource limitations; and (d) presenting the program to officials, leaders, and citizens for approval.

(a) Participative Planning: Clientele groups and interested citizens should be included in program design meetings. As mentioned in Chapter 2, if given the opportunity, people will take an active role in participating in planning programs which affect

their lives and their community's development, Involvement of residents in the early stages of program development may also encourage continued involvement and support in the following ways: assistance in program implementation, assistance in fund-raising activities, identification of volunteer help, and support of program services. Community recreation boards or committees may already be supporting you in these ways.

You can involve the direct participation of residents by encouraging attendance of interested citizens at planning sessions. You can indirectly involve residents by presenting proposed program plans before they are formally approved or finalized. This will allow citizen input which may improve the program. Care must be taken that those who participate and affect program decisions are supportive of the overall recreation program objectives.

How can you involve residents in program design (Activity 13)? Include some of the forms of communication you might use to encourage citizen participation (i.e. announcement in person, radio, newspaper, posters, etc.)

ACTIVITY 13

METHODS TO INVOLVE CITIZENS IN PROGRAM DESIGN

_____

_____

_____

_____

(b) Base the Program on Community Characteristics and Program Objectives (Steps 1 and 2).

(c) Focus Carefully on Resource Limitations: Attend to the availability of personnel, money, materials, time, facilities, and publicity. Try to answer the following questions with resource limitations in mind:

ACTIVITY 14

RESOURCE LIMITATIONS

1. What will the program accomplish? _____

_____

2. For whom is the program designed? _____

_____

3. How much will the program cost? _____

_____

4. When and where will it be held? _____

_____

5. How will it be conducted? _____

_____

(d) Present the Program to Officials, Leaders and Citizens for Approval: Present a comprehensive outline of program design, objectives, and the background information which justifies your program. The following information is especially important to policy-makers and taxpayers:

- Clearly establish and identify a need for the service.
- Make a realistic appraisal of the cost to implement and operate the program. (See Budgeting section of Chapter 6.)
- Describe the benefits and anticipated outcomes of the program in terms of community and human development.

If only partial approval is given to your program design your plans must be altered accordingly. Try to determine the reasons for lack of approval if it exists. This will help you in program development next year.

4. IMPLEMENT THE RECREATION PROGRAM: Implementation involves six steps: (a) purchasing any necessary equipment or supplies; (b) training leaders or assistants; (c) publicizing the program; (d) registering participants; (e) readying facilities and areas; and (f) actually conducting the program. It is not the purpose of this chapter to detail the program implementation step. However, this is an integral part of program development because the effectiveness of implementation may affect future programs and promote public support for community recreation.

5. EVALUATE THE RECREATION PROGRAM: This step follows program implementation in the process outline but, actually, is a task which should be undertaken from the start of program planning. Evaluation is a continuous, ongoing process which can help you determine the effectiveness and success of your program. It can be done informally while the program is in session by asking the following questions:

- Is this a good program?
- Is the program meeting the objectives?
- How can the program be improved?
- Are all resources being used effectively and efficiently?

At the end of a program season or session it is important to look closely at your initial objectives. A successful program will have made progress toward meeting these objectives.

You may want to revise your objectives for the next program season. The process of program development thus returns to Step 1 to review your community's characteristics and recreational needs and interests. You can then design a new program to continue to enrich the lives of community residents.

Conclusion

Through systematic and conscientious methods you can design a recreation program which will enhance the lives of the people you serve. An understanding of your community and a consideration of its needs is invaluable in developing a program which contributes to the overall goals of community and human development.

REFERENCES

Butler, George D. Introduction to Community Recreation - Fifth Edition, New York: McGraw-Hill, 1976.

Hjelte, George and Shivers, Jay S. Public Administration of Recreational Services, Philadelphia: Lea & Febiger, 1972.

Lutzin, Sidney G. and Storey, Edward H. (Editors) Managing Municipal Leisure Services, Washington: International City Management Association, 1973.

Murphy, James F. and Howard, Dennis R. Delivery of Community Leisure Services: An Holistic Approach, Philadelphia: Lea & Febiger, 1977.

Reynolds, Jesse A. and Hormachea, Marion N. Public Recreation Administration, Reston: Reston Publishing Company, 1976.

CHAPTER 4

COOPERATIVE RELATIONSHIPS WITH VARIOUS RESOURCE GROUPS

Purpose

Your recreation program should be serving the needs of community residents to the greatest extent possible. In Chapter 3 you considered recreation resources available in your community. This chapter will help you think in more detail about these resources and their impact on your program. Through cooperative planning with other organizations, groups, and individuals you can develop a program which effectively uses all possible resources. At the same time, you can be a "good will ambassador" for the recreation movement. Cooperative planning and effective public relations are keys to successful program development.

Preview

PART I: PUBLIC AGENCY RESOURCES

Summary: Public agencies often have a competitive relationship because they vie for portions of the same tax dollar. However, much can be gained by developing ways of cooperating and sharing services.

Application: Can you list public agencies or departments important to the operation of your program? What is your relationship with each group (friendly, unfriendly, nonexistent)?

PART II: LOCAL PRIVATE, SEMI-PRIVATE AND COMMERCIAL RESOURCES

Summary: Every community has some non-public recreational resources which meet the recreational needs of some people. Creative and cooperative planning with private community groups can help to expand your program and the opportunities available to community residents.

Application: Add to your list from Part I the non-public resources found in your community.

PART III: OTHER PUBLIC JURISDICTIONS

Summary: Sources of public support outside your community may be of help. Knowledge of the responsibilities of various levels of government will make it easier to locate the best resource to meet your needs or answer your questions. In addition, your community may be of service to other jurisdictions.

Application: Add these extra-community public resources to your growing list of recreation program resources.

PART IV: BOARDS, COMMISSIONS, CITIZEN PARTICIPATION

Summary: The residents of your community are the most important resource available to your program. There are organized ways citizens can join together to have input in the community recreation planning process.

Application: How might you work best with existing advisory bodies? Are existing organizational forms effective in making sound community recreation decisions?

PART V: PUBLIC RELATIONS

Summary: Public relations involves all your efforts to establish understanding and support for the recreation program. It includes personal contacts and media publicity in developing a two-way communication system.

Application: Can you develop appropriate communication techniques for your community?

Content

I. PUBLIC AGENCY RESOURCES

Public agencies are organizations or departments supported by funds from general taxation at the federal, state and local level. Recreation programs compete with other public programs for their share of the tax dollar. By developing a cooperative relationship between your department and other public service departments, you may find that you each have resources which can be shared. Public agencies which may be related to recreation are outlined below.

A. Schools: Public recreation programs often develop a very close relationship with the public school system. In Wisconsin, enabling legislation permits the use of public school facilities for community purposes when school is not in session. Small communities and rural areas often make extensive use of school facilities for a variety of community activities and meetings. In some communities, the recreation program is administered by the school district. The study used as a basis for this manual found that 14% of part-time recreation directors were employed by the school district and 11% were jointly employed by the schools and city (see Chapter 1).

Public education and public recreation have the same goals: self-improvement and self-fulfillment. It is advantageous for schools and recreation departments to cooperate in planning programs and facilities to meet community needs. Reynolds and Hormachea (1967, p. 111-112) have listed some advantages and disadvantages in the use of school facilities for recreational purposes:

ADVANTAGES

1. They are already public property and provide services for masses of people.
2. The school facilities, such as playgrounds, gymnasiums, shops, and meeting rooms are similar to those of recreation even though their objectives may be somewhat different.
3. School facilities are generally well distributed throughout the residential districts of the city or county in a manner similar to that of recreation sites.
4. School facilities are not generally in use at times when youngsters and the majority of adults have free time--after school, weekends, holidays, and during summer vacation.
5. Schools are the only public facilities available for recreation in many rural areas.

DISADVANTAGES

1. The building may be old and not adaptable for modern recreation activities.
2. Schools are not available when large segments of the population have free time such as mothers, housewives, retirees, shift workers.

3. School schedules, including PTA meetings, extracurricular activities, and adult education classes, frequently conflict with regular recreation uses.

4. School principals, teachers, custodians object to school use for recreation and do not cooperate. This is a real handicap and calls for tact and diplomacy.

5. School facilities and equipment are designed principally for children and many are not suited for all age groups, particularly adults.

6. Schools have practically no storage space for recreation and all equipment must be removed from areas used by education. Temporary storage may be built indoors, if space can be found, or outside if necessary.

7. Only a portion of the school building is used but is necessary to heat and police the entire building.

8. There are people that do not feel at ease or relaxed in going to school for their recreation--drop outs, youngsters that have had trouble in the school, adults because they are not comfortable in the classroom seats.

9. Smoking in classrooms is illegal in some, if not all, states. This makes it difficult for the chain smoker; however, smoking is permitted in some rooms so those that wish may take a break and smoke.

10. Schools are not homey. Initiative cannot be used to fix up a room or leave anything out or on the wall.

If schools and recreation departments are to cooperate, there should be written agreements which define the relationships, operating procedures and responsibilities of each group. A recreation board (policy-making or advisory) which includes school board representation would be a logical group to develop these agreements.

B. Parks: In some communities the park and recreation functions are administered by the same department or board. Other communities divide these functions by creating separate forms of administration. Regardless of the administration form, it should be clear that parks are a valuable resource for programs. It is beneficial to develop an ongoing relationship with those in charge of planning, maintaining, and expanding park areas. Talking to community persons involved in park planning and development to express your awareness of recreational needs may be helpful. You probably know best whether community facilities and areas are adequate for recreation.

C. Planning Commissions: Local, county or regional planning commissions may be functioning in your area. These commissions usually make surveys, prepare master plans, or develop long range proposals for a locality or region. Their regulation of land use puts future plans for recreational open spaces

under their jurisdiction. Input to the planning commission concerning your future program needs may affect open space development.

D. Police Department: Most public recreation departments, especially smaller ones, are dependent upon the police for protection and security. Recreation directors and leaders are responsible for the discipline and conduct of program participants, but sometimes law enforcement officials are needed. A positive image of the police can be promoted through an invitation for them to drop in at events. A cooperative relationship can be maintained by informing police of your program schedule and intended use of facilities.

E. Public Works: In many small communities, the public works department is given responsibility for planning, inspecting, and maintaining park and recreation facilities. If this is so in your community, contact with the department will help services run smoothly.

F. Public Utilities: Recreation programs include the use of floodlights, water fountains, sprinkling systems, heating systems, and sewers. Cooperation with public utilities can avoid problems or interruptions in service.

G. Library: Reading can be a recreational activity. Mutual support for this activity is a good promotional technique for both parties. Your library may have a collection of books relating to games, hobbies, and other recreational topics. Films, slides, tapes, records, or other media may be available for your program or for private recreational use. The educational function of libraries is complementary to the leisure education focus of recreation programs. Both have goals of self-development through participation. You can help generate enthusiasm for library use and participation in recreation programs through developing a cooperative relationship with your local library.

H. Health Department: The maintenance of health and sanitary standards should be of direct concern to a program promoting the development of healthy individuals. A health department may serve to prevent disease, control sanitation (of swimming pools, for example), and control rodents or insects. If you do not have a special department to handle these duties, it would be important to find out who to contact if there are health-related problems associated with the conduct of your program.

I. Fire Department: Your fire department staff, whether paid or volunteer, is usually trained in first aid as well as fire prevention and safety. They often flood skating rinks for winter recreational use. Maintaining friendly contacts with this department helps ensure cooperation in planning and implementing programs.

The preceding section described public agencies commonly associated with the administration of a community recreation program. In the following chart (Activity 15) space is provided to list the public agencies or departments which function in your community, appropriate contact persons within each agency, ways in which your program can be of service, and ways in which each agency can be of service to your program.

ACTIVITY 15

PUBLIC AGENCIES IN YOUR COMMUNITY

Public Agency or Department	Contact Person(s)	Recreational Service to Agency	Agency's Service to Recreational Program

II. LOCAL PRIVATE, SEMI-PRIVATE AND COMMERCIAL RESOURCES

Every community has non-public recreation resources which meet recreational needs of some people. Actually, in smaller communities, private or semi-private resources may provide a greater number of recreational opportunities. The extent to which your program can provide opportunities is affected by the funds allocated to public recreation. Creative and cooperative planning with private groups can expand public recreation opportunities which residents can pursue.

A. Local Businesses: Local businesses often provide recreational programs for employees and families. Sometimes larger businesses or industries have their own facilities for recreational use by employees. Many businesses organize programs which they conduct in public facilities such as schools and parks. Business leaders believe that "good recreation is an important factor in attracting industries to a community and contributes to the contentment of employees" (Reynolds and Hormachea, 1975, p. 67).

Businesses are a great resource in supporting teams for public sport or athletic leagues. Often, a company supplies uniforms, equipment, and/or officials. Sometimes a business will sponsor community-wide tournaments, events or clinics. They may help pay for regular program publicity or finance out-of-town trips. If they have private areas or facilities, the public program may be granted free or low-cost use.

B. Institutions: Your community may be the location for a nursing or retirement home, a correctional institution, or a special rehabilitation center. These institutions have recognized the vital role that positive recreation experiences play in rehabilitating and maintaining the health of their clients. Many institutions hire professional recreation therapists to program for their people. Others cannot afford a recreation specialist and depend on volunteers or public programs. It is important to include institutionalized residents in recreation needs assessments. Programs for special groups or integration of institutionalized individuals in public activities may be ways in which the community program can assist institutions meet recreational objectives. As recreation director, you may be able to give advice or ideas to staff or volunteers at the institution.

C. Churches: In many communities, churches fulfill much of the family-oriented recreational programming. The church may be a popular location for sports leagues, drama, music, picnics, or ice cream socials. Sometimes church facilities (halls, kitchens, gyms, and grounds) are available for public use. In planning, you should consider the programs and facilities of each church so that duplication of services is avoided and maximum use is made of this resource.

D. Community Clubs and Organizations: Every community has groups of individuals with special interests or common goals who form clubs or organizations. Special interest groups may be a source of talent or information for parts of your community recreation program. Local service organizations may include assistance in community development programs as part of their goals. Cooperative planning for recreational events with these groups may increase public understanding and support for the group's efforts and also become a valuable resource for your program. Private membership clubs such as country clubs or sports clubs may provide support for recreation programs by scheduling times for public use of their facilities.

E. Private Home Recreation: Your assessment of community resources should not overlook the talents of private citizens and the recreational needs of individuals and families for private, non-group experiences. Individuals may be coaxed to share a talent or hobby with others. On the other hand, some individuals lack ideas for crafts, hobbies, games or other recreational pursuits which can be done privately or in family groups. Your program can encourage healthy recreational habits by offering ideas for home-based recreation.

F. Semi-Private or Quasi-Public Agencies: Agencies such as the YMCA, YWCA, scouting groups, and other youth service organizations are examples of quasi-public agencies. They require a membership fee but most of their support comes directly through private contributions or the United Way. These agencies are a major source of recreational opportunities for many people. You should recognize the services provided by these agencies and coordinate offerings so there is a well-balanced community program. It may be beneficial to organize a coordinating group composed of representatives of recreational service organizations to keep competition and duplication to a minimum.

G. Commercial Recreational Businesses: Commercial resources in your locality may include: vacation resorts, travel agencies, sporting goods businesses, beaches and pools, picnic or camping areas, roller and ice skating rinks, boating and marina facilities, bowling alleys, and hunting or fishing areas. Commercial businesses are organized to make money. By maintaining a good relationship with these organizations, you may find that their facilities are available for program use during slow periods at little or no cost. Some commercial enterprises help sponsor a special program, donate prizes, or make other miscellaneous donations to public programs.

The following chart (Activity 16) allows you to note the private (P), semi-private (S-P) and commercial (C) resources in your community. As before, there is a column for contact person(s) and two columns to note the ways in which services can be reciprocated.

ACTIVITY 16

PRIVATE, SEMI-PRIVATE, AND COMMERCIAL RESOURCES

Local Resource (P, S-P, C)	Contact Person(s)	Recreational Service to Offer	Service of Resource to Recreational Program

III. OTHER PUBLIC JURISDICTIONS

A. Nearby Communities: Sometimes neighboring communities can be a source of ideas, resources, or experiences for recreation programming. Other communities may help organize sports and athletics, give advice for the development of areas and facilities, or offer training for leaders and sports officials. Larger community recreation departments often offer programs to individuals outside their political boundaries. Small communities may expand opportunities by including programs in other communities. Your community may have program or facility resources attractive to outsiders as well. Developing a cooperative relationship offers help and experience through sharing talents and resources.

B. County: In every Wisconsin county there is a rural planning committee composed of the chairman of the county board, the chairman of the county highway committee, ex officio members, and two other members. This committee is involved in any plans for construction of public facilities or buildings. They also "consider and provide for the establishment of community parks and woodlands, proportioned and situated so as to provide ample and equal facilities for the establishment of community parks and residents of the county" (Wisconsin Statutes, 27.015). They can propose that certain sites be set aside for preservation because of historic or scenic interest. This committee may also operate county parks for public use. When local community resources are lacking, it is possible to use county funding to conduct portions of your recreation program (see Wisconsin Statutes, Chapter 59).

C. State/Federal: The state has jurisdiction over state parks set aside for the purpose of public recreation and public education in conservation and nature study. State parks in your vicinity may be a bonus to your facility resources.

State financial aid for recreation is very limited at this time. However, by contacting state offices, like the Department of Natural Resources, you may discover federal grants administered by state agencies. Federal and state funds may be available for long-range planning, purchase and development of land, conservation efforts, or personnel training.

A chart for "extra-community" public resources is provided (Activity 17). You may not find it applicable to list how you may be of service to government agencies but there are times when your ideas, suggestions, or criticisms are needed.

ACTIVITY 17

OTHER PUBLIC RESOURCES

Other Public Resources	Contact Person(s)	Recreational Service to Offer	Service of Resource to Recreational Program

IV. BOARDS, COMMISSIONS, CITIZEN PARTICIPATION

Recreation programs depend on the involvement of community residents in one of the following ways:

1. As a board or committee member to establish policies.
2. As a source of opinion on the quality or quantity of services.
3. As a volunteer to contribute special skills.
4. As a participant in the recreation program.

Community residents are the most important resource available to your program. Even residents who are not active participants in the public recreation program may have beneficial opinions or suggestions. Several methods of organizing citizen involvement are outlined below. By understanding these forms of participation you can identify the type that exists in your community.

A. Park and/or Recreation Boards: The growing interest in public park and recreation programs has resulted in the formulation of boards. A policy-making board may be a fully independent group with a financial base and powers of taxation. This "authoritative" board has total responsibility for the formulation and implementation of policy. Another type of board, the semi-independent board, has the authority to make policy and administer programs but lacks final decision making powers. In a community, the semi-independent board must report to the city or village board before making decisions. If you have one of these types of boards, their public meetings give you the opportunity to make recommendations and to explain your program needs. The functions of independent or semi-independent boards are ennumerated below.

1. Defines the objectives and goals of the agency,
2. carries out its legal responsibilities and adopts bylaws to govern the organization and operation of the board and agency,
3. selects the best chief executive possible; provides strong encouragement and support; works in partnership with him to provide a team approach to agency problems,
4. develops a sound financial plan and secures adequate budget support,
5. seeks the development of a broad variety of programs, areas, facilities, and services through effective planning to meet total community needs and demands utilizing the total resources of the community,

6. informs and educates the public about the importance of and need for recreation and park programs, facilities, and services,

7. establishes and maintains an effective public relations program utilizing all appropriate communications media,

8. provides close liaison and coordination with other related community agencies to ensure total cooperative community effort to provide the most effective, most economical services possible,

9. stimulates the development and maintenance of broad organized citizen involvement in the agency's services through community and neighborhood advisory councils,

10. evaluates the agency's programs, facilities, services and relationships periodically to assure that its objectives and goals are being achieved (Lutzin and Storey, 1973, pp. 62-63).

B. Advisory Boards: Another form of organized citizen input is the advisory board. Board members have no compensation, legal authority, or direct responsibility for administration of the recreation program. They are effective as interpreters of the recreation program, facilities, and services to the public. In return, they are interpreters of community needs to the recreation director or department. The advisory board may make studies to improve the program and may inform public officials of the values in recreation. Advisory boards need effective leadership to function in a meaningful and productive manner. The advisory board is usually larger than an authoritative board and can include broader community representation plus a wider distribution of talents or resources.

The effectiveness of any board depends on the people who serve on it. The board should be representative of the community. It should be well-balanced in terms of sex, age, backgrounds, and neighborhood residence. In addition, each individual board member should have the following qualities:

1. A sincere interest in and commitment to the importance and value of recreation and park services,

2. a willingness to give freely of both time and energy to learn to carry out responsibilities effectively,

3. the ability to work well with others--a talent that involves a rare blend of tact, respect for varied opinions and points of view, and complete openmindedness and objectivity,

4. good judgement, intelligence, and the courage of one's convictions, including the "guts" to speak out and articulate the issues, problems, and solutions as one sees them,

5. the ability to inspire the confidence, respect, and support of the community,

6. a knowledge of the art of politics (Lutzin and Storey, 1973, p. 64).

Your relationship with the board should be that of a team member. Together you can plan and formulate policy. The board can interpret the policy which you implement.

C. Committees and Advisory Councils: Another form of citizen participation is through representative community recreation councils or committees. A recreation committee may serve for a year or so to oversee or perform a specific administrative function, such as fund-raising or publicity. Other short term committees may be organized for specific purposes, such as conducting a needs survey or sponsoring a special event. Advisory councils may include representatives from service clubs, PTA's, church groups, minority groups, labor unions, industrial, business, and government organizations. It is important that advisory councils and committees be given recognition for their services.

The value of these organized forms of citizen participation in recreation program management is summed in the following quote:

> An intelligent corps of citizen leaders, interested and concerned, influential and knowledgeable, and willing to give their talents, skills, and resources, can do more than any other group to establish understanding, appreciation, and support for parks and recreation in every community throughout the country (Lutzin and Storey, 1973, p. 67).

In the space below (Activity 18), describe either the organized form of citizen participation which exists in your community (board, council, committee) or a hypothetical form that you think might be beneficial to have in existence. Think about how you might cooperate with this group or how you might be instrumental in the organization of a group. Who are present or potential members and what are their special skills?

ACTIVITY 18

CITIZEN PARTICIPATION

Recreational Board or Citizen Group: _____

_____

_____

_____

Members (Existing or Potential)	Special Interests or Skills
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Some of the various cooperating groups and agencies related to the recreation program have been introduced. Planning, implementing, and evaluating should not be done in isolation. Your commitment to goals of community development and life enrichment puts you on common ground with other community forces striving for similar ends. The specific challenge for you is to instill in community residents a feeling for the worth of recreation and its effect on the welfare of the community. Enlisting the cooperation of as many community groups and individuals as possible is an effective way to meet your challenge. To gain cooperation there must be desire on both sides to communicate, some initiative on your part to make contacts, and resourcefulness in making an accurate appraisal of your community resources.

V. PUBLIC RELATIONS

Public relations is a function of your job which may take various forms. Any public relations effort serves to establish a two-way communication system. You will want to listen to needs, complaints, suggestions, and inform people of your services. Public relations includes your efforts to establish cooperative relationships with other community groups and individuals. It also includes the establishment of and cooperation with park and recreation boards or committees. A comprehensive list of the purposes of public relations is listed below:

1. Informs the public of ordinances, regulations, policies, objectives, and practices and gives interpretation,

2. informs the public where areas, facilities and recreation opportunities are, when they are available for use, and what activities are conducted at each location,

3. arouses attention and creates interest of the public to participate,

4. reports to the public on status of programs, progress, accomplishments, services rendered, improvements made, and plans for the future,

5. emphasizes efficiency, competence, quality, adequacy, promptness and effectiveness in all of its programs and services including maintenance,

6. interprets the services, benefits, and importance of recreation in general, and the recreation agency in particular, to life in the community.

7. prepares the public for proposed changes, additions, deletions, different procedures, expansions, and recommendations, and seeks approval and support,

8. promotes community (groups and individuals) involvement and enlists individuals to give volunteer services,

9. encourages agency staff to participate in community affairs and services,

10. supports joint sponsorship of community programs where feasible and permissible,

11. supports uses of lay committees and advisory councils and use of lay citizens on studies, surveys, and official boards,

12. deals realistically in facts and good practices, taking into consideration the interests both of the public and of the agency,

13. maintains a spirit of cooperation and helpfulness in a friendly, courteous, pleasant manner (Reynolds and Hormachea, 1976, p. 374).

People need to know WHY your program exists. The public recreation program is supported by taxes imposed on all residents regardless of their participation in the program. Continued support by taxpayers may be in jeopardy if there is lack of information or misunderstanding about your program. A public relations program also informs potential participants and ensures adequate attendance at recreation activities.

There are five groupings of resources for a public relations program:

1. News media, which usually make contacts with large areas--city, state, national--include television, radio, newspapers, house organs, and magazines.

2. Community-wide opportunities, which are limited in area but closer to active users, include attractive posters, mobile programs, motion picture shorts, exhibits and demonstrations, staff participation in community activities (membership, recreation causes), speaking engagements and slide talks, fillers in pay envelopes or monthly bills, floats and parades of children, training conferences and institutes.

3. Citizen involvement includes memberships on boards, commissions, advisory councils, committees, task forces, and special studies; citizens' speaker's bureau; sponsoring sports banquets, citizen suggestions, and volunteer workers.

4. Agency activities include distribution of brochures, leaflets, reports, annual report; newsletters; informative leaderheads, envelopes, and postage meters; bulletin boards; personal contacts (home visits, sick visits, congratulatory notes); holiday celebrations; special events; tours and open house; sponsoring community events (hobby shows, cultural events, concerts); recreation week and special days; cooperation with other agencies.

5. Other includes referendum campaigns, and assisting community organizations in annual outings, centennials, and special programs (Reynolds and Hormachea, 1976, p. 379).

Finally there are some steps in developing a plan for publicity of the community recreation program. After each statement below (Activity 19) there is some space to note plans or ideas for your community.

ACTIVITY 19

PROGRAM PUBLICITY PLAN

1. What does your community need to know about your recreation program? The needs were outlined earlier in the chapter as "purposes of public relations".

2. Determine the sources of available communications which could be used in your community. The sources were listed above.

3. When is the information needed by the public and the media? Ask individuals, groups, and participants for this information.

4. What arrangements with media are needed to provide information?

Conclusion

Your consideration of the many resources available for recreational programming allows for maximum development and expansion of program offerings. The completion of the charts in this chapter serves as an "address book" of recreational resources. You may want to organize this information in a different way (such as index cards) which allows for easier access. Developing cooperative relationships with groups and individuals takes time and skill. You need skill in communicating the goals and purposes of the recreation program. You also need confidence in your role as director to gain support and respect from others. Careful planning puts the community recreation program in its best light.

REFERENCES

Butler, George D. Introduction to Community Recreation--Fifth Edition, New York: McGraw-Hill, 1976.

Lutzin, Sidney G. and Storey, Edward H. (Editors) Managing Municipal Leisure Services, Washington: International City Management Association, 1973.

Recreation Resources Center, Wisconsin Legislation Pertaining to Public Recreation, University of Wisconsin-Extension, February, 1980.

Reynolds, Jesse A. and Hormachea, Marion N. Public Recreation Administration, Reston: Reston Publishing Company, 1976.

CHAPTER 5

LEGAL CONCERNS FOR THE PUBLIC RECREATION DIRECTOR

Purpose

This chapter will help you understand the law in relation to recreation and your job performance. It presents the legal basis for public recreation programs in Wisconsin. A knowledge of federal, state and local laws helps you understand your authority as a community recreation director.

Awareness of the basic rights guaranteed all citizens by the Constitution is a basis for understanding personal liability for failing to uphold those rights. These legal concerns are important as they protect and benefit all people. Compliance helps avoid the serious complications and personal problems associated with lawsuits.

Preview

PART I: LEVELS OF AUTHORITY FOR LOCAL RECREATION PROGRAMS

Summary: Laws define the authority federal, state and local levels to deliver recreational services to the public. A local recreation department or agency may also have administrative rules and regulations. The lowest authority (individual department) must conform to the constraints of each succeeding level of government.

Application: Federal and state authority is uniform across Wisconsin while local authority varies. What kind of local authority do you have to perform as a public recreation director?

PART II: PERSONAL LIABILITY

Summary: Personal liability as a recreation director involves the elements of the job for which you are legally responsible. Liability suits may be brought against you if there has been injury or damage and you are thought to have acted irresponsibly.

Application: Review the checklist of behaviors which will help protect you from negligence. Are there any immediate actions you should take to avoid the development of harmful situations?

Content

I. LEVELS OF AUTHORITY FOR LOCAL RECREATION PROGRAMS

A. Federal: In studying the legal basis for local recreation programs, the highest level of authority is the federal government. The United States is a sovereign nation. There is no higher authority than Congress to regulate people or land within U.S. territorial boundaries. However, the United States is a sovereign of "limited" powers. It relinquishes some authority to the individual states.

Interpretation of the implied powers given the federal government by the Constitution may lead to legislation for the health, safety, welfare, education, and well-being of people. The growth of the United States has been accompanied by an increase in the authority of the federal government and subsequent decrease in state authority. Laws and amendments at the state level have increased the scope of federal power. Decisions made by the U.S. Supreme Court (the governing body which interprets the Constitution) have determined that certain activities formerly under state jurisdiction should be controlled by the federal government. Some of these activities now federally regulated are voting rights, desegregation of public schools, interpretation of free speech, separation of church and state, and censorship of pronography and obscenity.

Federal financial aid programs have resulted in more authority at the national level. Federal grants are given to states that meet and maintain minimum standards set by the federal authority. States administer grant programs but are subject to the supervision, inspection, and influence of the federal government.

Civil rights, which are guaranteed by the Constitution, are mandatory for lower levels of government to uphold. These rights include free speech, peaceful assembly and association, privacy, freedom from unreasonable searches and seizures, equal protection of the laws, and security in one's life, liberty, and property against any taking thereof without due process of law. The obligation to protect these rights was stated in the Fourteenth Amendment. The equal protection clause means that no park or recreation area can be operated on a segregated or discriminatory basis. Due process refers to the right of every person to fair and equal treatment.

B. State: Wisconsin (as every other state) is a sovereign state with the power to control the resources and human activities within its boundaries (except where limited by the Constitution). This power is called regulatory or police power. Regulatory laws regulate the standards of health, safety and protection of the public. However, the federal government has assumed greater authority in these areas. Each state must decide whether public recreation is a legitimate

function regulated by law. Wisconsin has legitimized the provision of public recreation through enabling legilsation which has authorized localities to establish recreation services within their jurisdictions. This is "permissive legislation" as ordinances must be passed before the community's department of recreation can function as a legal unit. The Wisconsin Statute providing this enabling legislation is:

> 66.527 Recreation authority (1) Funds for the establishment, operation and maintenance of a department of recreation may be provided by the governing body of any town or school district after compliance with s. 65.90.
>
> (2) (a) Any such governmental unit may delegate the power to establish, maintain and operate a department of public recreation to a board of recreation, which shall consist of 3 members and shall be appointed by the chairman or other presiding officer of the governing body. The first appointment shall be made so that one member will serve one year, one for 2 years and one for 3 years; thereafter appointments shall be for terms of 3 years.
>
> (b) When 2 or more of the aforesaid governing units desire to conduct, jointly, a department of public recreation, the joint recreation board shall consist of not less than 3 members who shall be selected by the presiding officers of such governmental units acting jointly. Appointments shall be made for terms as provided in paragraph (a).
>
> (c) The members of any such recreation board shall serve gratuitously.
>
> (d) Such recreation board is authorized to conduct the activities of such public recreation department, to expend funds therefor, to employ a supervisor of recreation, to employ assistants, to purchase equipment and supplies, and generally to supervise the administration, maintenance and operation of such department and recreational activities authorized by the board.
>
> (3) (a) The public recreation board has the right to conduct public recreation activities on property purchased or leased by any such governing unit for recreational purposes and under its own custody, on other public property under the custody of any other public authority, body or board with the consent of such public authority, body or board, or on private property with the consent of its owner, and such board with the approval of the appointing board, may accept gifts and bequests of land, money or other personal property, and use the same in whole or in part, or the income therefrom or the proceeds from the sale of any such property in establishment, maintenance and operation of recreational activities.

(b) The board shall annually submit to the governing body a report of its activities and showing receipts and expenditures. Such reports shall be submitted not less than 15 days prior to the annual meeting of such governmental unit.

(c) An audit shall be made of the accounts of such recreational board in the same manner as provided for audits for towns or school districts as the case may be.

(d) The persons selected by the recreation board shall furnish a surety bond in such amount as shall be fixed by the governing body.

In addition, Wisconsin enables counties to conduct recreational programs by granting power to the county board as described in Chapter 59 of the state statutes:

59.07 (26) RECREATION. Create, promote and conduct and assist in creating, promoting and conducting recreational activities in the county which are conducive to the general health and welfare, and elect persons for such terms and salaries as may be determined, who shall exercise the powers and perform the duties given by the board. The board may provide for what purpose and in what manner moneys appropriated pursuant to this sub-section may be expended. Such persons may be designated "County Recreation Committee"...

State laws also allow municipalities to cooperate with each other in provision of recreation services:

61.34 (2) Corporation with Other Municipalities. The Village board, in behalf of the village, may join with other villages or cities in a cooperative arrangement for executing any power or duty in order to attain greater economy or efficiency, including joint employment or appointive officers and employees.

All of these statutes constitute permissive legislation for the establishment of recreation programs. Thus, Wisconsin has determined that provision of recreational opportunities is a <u>proprietary</u> or non-mandatory function of the government.

One more state law which can affect the provision of local recreational services is <u>municipal home rule</u>. It is stated in the Wisconsin Constitution as follows:

> Article XI, Section 3. Cities and villages organized pursuant to state law are hereby empowered to determine their local affairs and government, subject only to this constitution and to such enactments of the legislature of state-wide concern as shall with uniformity affect every city or every village. The method of such determination shall be prescribed by the legislature.

Municipal home rule permits cities and villages to prepare their own local charter subject to the approval of the state legislature. After approval, the local government must operate as defined in the charter. A local charter cannot conflict with laws at the state or federal level. Local functions not prescribed in the charter are subject to general laws.

C. Local: If your community is chartered by the state as a legal entity, reference to the charter will tell you whether provision of a local recreation service has been specifically described by your city or village. The local charter provisions must comply with Wisconsin statute 66.527. If there is no reference to recreation in the local charter, an amendment to provide the service can be made with an ordinance or referendum to provide necessary authority and funding capability.

In communities without a charter, the appropriate legal action to establish a recreation department is also passage of an ordinance or referendum. Usually, this is accomplished through the work of a citizen committee which has researched the need for a recreation program. Their findings are brought forward in the form of an ordinance for approval by the appropriate legislative body. Most cities or villages have an attorney employed to determine the proper legal channels for local concerns. A model ordinance to establish a recreation board is included below:

AN ORDINANCE CREATING A RECREATION BOARD

Prescribing Terms of Members, Organization, Powers, and Duties

Be it Ordinated by _____ of the City of _____

1. Under the provisions of Section _____ of Chapter _____ of the General Laws of _____, there is hereby established a recreation commission. This commission shall consist of five (5) persons serving without pay who shall be appointed by the mayor. The term of office shall be for five (5) years or until their successors are appointed and qualified, except that the members of such commission first appointed shall be appointed for such terms that the term of one member shall expire annually thereafter. Vacancies in such commission occurring otherwise than by expiration of term shall be filled by the mayor for the unexpired term.

2. Immediately under their appointment, they shall meet and organize by electing one of their members president and other officers as may be necessary. The commission shall have the power to adopt bylaws, rules, and regulations for the proper conduct of public recreation, for the city.

3. The recreation commission shall provide, conduct, and supervise public playgrounds, athletic fields, recreation centers, and other recreation facilities and activities on any of the properties owned or controlled by the city, or on other properties with the consent of the owners and authorities thereof. It shall have the power to conduct, or to cooperate with other agencies in conducting, any form of recreation that will employ the leisure time of the people in a constructive and wholesome manner.

4. The recreation commission shall have the power to appoint or designate someone to act as superintendent who is trained and properly qualified for the work and such other personnel as the commission deems proper.

5. Annually the recreation commission shall submit a budget to the city governing body for its approval. The commission may also solicit or receive any gifts or bequests of money or other personal property or any donation to be applied, principal or income, for either temporary or permanent use for playgrounds or other recreation purposes.

6. The recreation commission shall make full and complete monthly annual reports to the governing body of the city and other reports from time to time as requested.

7. All ordinances, resolutions, or parts thereof, in conflict with the provisions and intent of this ordinance are hereby repealed.

Passed and adopted this _____ day of _____ 19___.

Attest:

_____.[20] (Lutzin and Storey, 1973, pp. 74-75)

After a recreation department or agency is created at the local level, it is important for this body to keep in step with all legislation. The department may need to develop proposals for legislative action as needs arise.

D. Departmental Authority: The recreation department may make rules and regulations related to the recreation program. These rules may or may not have penalties, but violations are usually not as severly penalized as infractions of the law. This is the lowest level of authority for the public recreation program. The rules of a department must conform to the constraints at

each previously described level. In short, local rules can't violate the rights provided by the federal and state constitutions. They must also be consistent with state statutes, local charters, ordinances and resolutions.

As recreation director, you are the authority designated to provide recreation programs to the community. Your personal behavior must also conform to the constraints imposed by higher authorities.

ACTIVITY 20

RECREATION DIRECTOR'S AUTHORITY

On the lines below, describe the authority given to you by your local government to conduct a public recreation program.

_____

_____

_____

_____

_____

_____

II. PERSONAL LIABILITY

Personal liability as recreation director involves all the elements of your job for which you are legally responsible. Your performance, conduct, use of equipment, supervision, and responsibility for others must be in accord with the law. You must also avoid injury to persons or damage to property. Liability suits may be brought against you if there has been injury or damage and you are thought to have acted irresponsibly.

A civil wrong which injures another person through bodily harm or injury to property or reputation is a tort. A wrongful act which offends the public as a whole is a crime. The same act may be both tort and crime. The following section will present tort liability related to your position. Definitions of crime should be understood through your previous education and experiences. A tort may be an intentional or unintentional act or omission. In other words, you may be held liable for doing something wrongly or for failing to do something you should have done. There are three broad areas of torts: intentional torts, nuisance torts and unintentional torts.

A. Intentional Torts: Common intentional torts are listed below:

Trespass to Land:	A physical invasion of private property which includes the land surface, the air space above the surface, and materials lying below the surface.
Battery:	Intentionally touching another person in a harmful or offensive manner without expressed or implied consent.
Assault:	Intentional conduct which creates in another the reasonable apprehension of an immediate battery, whether or not a battery actually results.
False Arrest:	Any unprivileged restraint, confinement, or detention of a person within a definite spatial area.
Malicious Prosecution:	A civil or criminal proceeding brought against another in a court of law without reasonable cause and with malicious intent.
Abuse of Process:	The malicious use of regular judicial proceeding without probable cause.
Libel:	To hurt the reputation of another by malicious or unfair issue of any false of harmful representation.
Slander:	Utterance of false charges or misrepresentations which defame and damage reputation.
Fraud:	An instance or an act of trickery or deceit, especially when involving misrepresentation of fact.

B. Nuisance: There are two situations which may be considered a nuisance and grounds for a lawsuit.

1. Conduct which, without any direct physical invasion of private property as contrasted with a trespass, impairs the reasonable use or quiet and comfortable enjoyment of the property interests of others.

An example of a nuisance in this category would be offensive sounds or odors.

2. The creation and/or maintenance of conditions on recreation and park lands which are, by their inherent characteristics, highly dangerous.

An example of this is an unprotected pothole into which children might fall. A nuisance of this kind which might be an attractive play site for curious children might also be called an attractive nuisance.

C. Unintentional Torts: You may wonder how you can be guilty of an unintentional act or omission. It is true that you cannot promise that job related injury or damage will ever happen. But you are expected to ensure that during the course of your recreational program no unreasonable risk of harm to individuals or property will occur.

Before you can be held liable for unintentional injury to others, you must be proved negligent. Negligence is charged when unreasonable behavior has occurred under specific circumstances. Courts use the standard of a reasonable and prudent professional to determine whether negligent behavior has occurred. A "reasonable and prudent professional" is always cautious, always observant, and of "average" intelligence. The jury must decide whether an individual acted unreasonably, or failed to act reasonably under the circumstances of each situation. Negligence is also gauged by one's ability to foresee dangerous conditions or situations and thus avoid their occurrence.

There are four elements which must be present to support a negligence suit: duty, breach of duty, casual connection and actual damage. These are described in more detail below:

Duty: Duty is recognized by the courts as an obligation of an individual to use reasonable care to prevent exposing another to unreasonable risk of injury when the relationship between the two parties is of a nature to warrant such duty.

Breach of Duty: A breach of duty is failure to conform to that standard of a reasonable and prudent professional. Negligence will not be maintained unless there is a duty to use care and a breach of this duty. Therefore, not every accident resulting in injury will mean that liability exists. Injury or damage alone is not adequate support for legal action.

Causal Connection: In support of a negligence action, the causal connection must establish the defendant's act of omission or commission as a contributing factor in bringing about the damage to the plaintiff. In order for the defendant to be held liable, it must be proven that he has in fact caused the injury to the plaintiff. Once it has been established that the defendant's conduct was one of the causes of injury to the plaintiff, it must be further determined that there were no intervening acts or

events, such as act of God or the negligence of a third person. If such intervening acts make the causal connection between the defendant's behavior and the resulting harm seen too remote, then there will be no liability.

Actual Damage: In a negligence action, it must be shown that damage or injury actually happened to the plaintiff. Damages cannot be recovered from a law suit without proof of such damage or injury. (This proposition is contrasted with the nominal damages awarded, even without proof of injury, when the tort is intentional.) (Lutzin and Storey, 1973, p. 95)

One other consideration exists in negligence suits. The plaintiff in a case must not create an unreasonable risk of harm. If the plaintiff has contributed to self-harm, a charge of contributory negligence prevents recovery of damages.

D. Prevention of Liability Claims: The best protection against liability claims is proper conduct in your position, knowledge of previously mentioned factors which lead to claims, and prevention of harmful conditions. A checklist for protection against claims includes:

___ 1. Be "safety conscious". Be alert to dangerous conditions or safety hazards.

___ 2. Make thorough inspections of the premises, facilities and equipment used in your program on a regular basis.

___ 3. Make or arrange for any necessary repairs or safety provisions promptly.

___ 4. Formulate, publicize and strictly enforce health and safety rules at all times.

Make copies of this list and include your own preventative behaviors. You can then check your personal level of protection against liability claims.

Liability insurance is available for recreation departments and provides employee coverage. It can also be obtained by individuals at their own expense. The insurance helps cover legal fees and possible damages awarded a plaintiff in a liability suit. If you do not have liability insurance through your employer seek the advice of an attorney as to the importance of carrying such a policy.

Conclusion

Throughout this chapter you have come across underlined legal terms. These are basic terms for understanding the content of this chapter. For review, these terms have been listed with space for you to note a personal definition or meaning (Activity 21).

ACTIVITY 21
GLOSSARY OF LEGAL TERMS

Actual Damage:

Attractive Nuisance:

Breach of Duty:

Causal Connection:

Contributory Negligence:

Crime:

Due Process:

Duty:

Enabling Legislation:

Equal Protection:

Intentional Tort:

Municipal Home Rule:

Negligence:

Nuisance:

Police Power:

Proprietary Function:

Reasonable and Prudent Professional:

Sovereign Power:

Tort:

Unintentional Tort:

REFERENCES

Lutzin, Sidney G. and Storey, Edward H. (Editors) Managing Municipal Leisure Services, Washington: International City Management Association, 1973.

Recreation Resources Center, Wisconsin Legislation Pertaining to Public Recreation, University of Wisconsin-Extension, February, 1980.

Reynolds, Jesse A. and Hormachea, Marion N. Public Recreation Administration, Reston: Reston Publishing Company, 1976.

CHAPTER 6

FISCAL CONCERNS AND PROGRAM BUDGETING

Purpose

Under the "municipal home rule" provision in the Wisconsin Constitution each municipality has the power to determine its own form of government. Each also has the right to form its own financial administration for all programs, personnel, and physical resources needed in the community. Because of the variation in administration of local public recreation programs across Wisconsin, this chapter covers the general elements of fiscal policy and budgetary procedure for public recreation that can be useful regardless of job setting. Confident and competent leadership of your recreation program will help maintain and expand adequate funding. Responsible financial management is one element of the public recreation director's leadership role.

Preview

PART I: RATIONALE FOR SOUND FISCAL PRACTICES

Summary: Funds from public tax revenues are a vital source of support for the public recreation program. These funds must be spent wisely to assure continued financial support. Citizens and public officials, in the presence of a "budget crunch", must be convinced of the importance a recreation program has in the community.

Application: What are ways to convince the community of the need for a recreation program? How do you "sell" your program?

PART II: FUNDING THE PUBLIC RECREATION PROGRAM

Summary: The major operating costs for the local recreation program are usually financed by appropriations from general tax funds. Additional funding may come from fees or charges, fund-raising activities, gifts or private contributions, and state or federal grants.

Application: Can you design alternative plans for funding your program if money is cut from your budget? Can you readily defend the need for maintaining financial support of the recreation program?

PART III: PUBLIC RECREATION BUDGETING

Summary: The process of budgeting the public recreation program involves an analysis of the costs in providing the recreation activities and services. In addition to cost analysis, consideration should be given to whether these dollars are being spent effectively and efficiently. Budgeting is a continuous process which goes hand-in-hand with program development and evaluation.

Application: Does your recreation budget adequately support program and community needs? Can you accurately account for recreation income and expenditures?

Content

I. RATIONALE FOR SOUND FISCAL PRACTICES

The use of funds from public tax revenues is a vital source of support for your program. You may or may not be directly responsible for the physical accounting of revenues and expenses incurred in the recreation program. However, you have other responsibilities which are related to the budget process which may affect the amount of financial support received for the recreation program.

Two general trends in public finance have affected the allocation of funds for human services such as recreation in the past few years. One is the increased competition for local tax funds due to an increasing number of functions local governments perform. The second is the spiraling inflation rate resulting in decreased spending power. Even though the public demand for recreational services is expanding, public funds allocated to recreation seem to be diminishing. The conservative fiscal policies recommended by the Reagan administration in 1981 are yet to be seen. The promises for decreased government spending, lower tax rates, and less inflation signal an uncertain future for the public funding of recreation. Recreation, as a newer and permissive function of government, must compete with the other community needs for available tax dollars.

Rationale for sound fiscal management of your recreation program is twofold. First, and most obvious, public funds must be spent in a way that provides the best services to the most people. Second, because of the precarious position of recreation in the priority list of public funding, attention to financial matters is crucial to maintain public support. Public officials, in the presence of a "budget crunch", must be convinced of the importance of maintaining a public recreation program in the community. You can be most convincing if you have made wise use of public money in providing a significant community-wide service. In addition to the accurate accounting of income and expenditures, the quality of your program, leadership, and public relations affects public trust and support for recreation in your community.

Here are some specific ways to accept responsibility for the welfare of the public recreation program. Check the ways you can be accountable for your public funding.

ACTIVITY 22

FISCAL ACCOUNTABILITY

___ 1. Accurately assess the needs of the community;

___ 2. Provide an adequate program of services to meet community needs as efficiently and economically as possible;

___ 3. Develop and maintain facilities suitable for public use at the lowest possible cost to the taxpayer;

___ 4. See that the public gets conscientious service from all recreation employees and volunteers;

___ 5. Keep as many citizens as possible informed on recreation programs, services and opportunities;

___ 6. Ensure that all public inquiries, comments, criticisms, and suggestions are courteously received and carefully considered.

(Lutzin and Storey, 1973, p. 219)

II. FUNDING THE PUBLIC RECREATION PROGRAM.

Through enabling legislation found in State Statute 66.527, a public recreation department is given the power to control its own income and expenditures. It is also assigned the responsibility for proper accounting of financial activities. If there is no separate recreation department, local charters define the fiscal responsibilities of accounting for the use of public funds. When local legislation does not define the form of public finance administration, legislation at the state and federal level regulates the use of public monies. This is the legal basis for funding the public recreation program.

This chapter is concerned with the costs of operating the recreation program. It excludes expenditures for land or construction ("capital expenditures"). The major "operating costs" for the local recreation program are usually financed by appropriations from general tax funds. The local legislative body determines how much should be made available for recreation by weighing the needs of all public services in relation to recreation. What happens when local taxes fall short of funds needed for the recreation program?

The most common source of additional funding for recreation is fees or charges for various program offerings. Arguments for and against the use of fees should be weighed in respect to your local situation.

Reasons Against Charging

1. Public services and general public law provide equal opportunity for all. Charges tend to favor those willing and able to pay, tend to resist those unwilling and unable to pay, and often eliminate those who need the service most.

2. Staff, paper work, and procedures for making collections and accounting for funds add to the total costs and sometimes exceed actual income.

3. Public expectations are higher where charges are made. Some claim "competition with private enterprise". This is a major factor politically in some communities.

4. Charges tend to emphasize income rather than services to participants.

5. It is more difficult to obtain volunteers and donations where charges for public services are involved.

6. Charges encourage politicians to want to extend charges to more activities.

7. There are often pressures for exceptions, i.e., free rides.

8. Charges in the eyes of the courts tend to increase agency liability.

9. Handling of money adds responsibility and divides the attention of the recreation staff.

Reasons For Charging

1. Charges make it possible to provide activities that would not be available otherwise, therefore extending the program.

2. Charges eliminate some of those less interested and aid control.

3. Charges supplement agency income and make it easier to get budget approval.

4. Participants should pay for special services.

5. Participants have more respect for an activity when a charge is made and are more regular in attendance.

6. Fees permit higher quality services than might be available otherwise.

(Reynolds and Hormachea, 1976, pp. 257-8)

Most communities provide general recreational programs free of charge, especially those serving youth. Charges are more likely for adult programs, or programs which benefit a specialized group or small number of citizens. Given current economic trends, fees and charges will likely increase as a source of income.

Characteristics of the local community must be considered before initiating fees. Other considerations are the objectives of a program, the purpose of the fee, the actual cost of the service, and the user's ability to pay. If a fee deprives some people of community recreation benefits, perhaps it should not be imposed.

Other financial support for community recreation programs comes from fund-raising activities, gifts or private contributions, and state or federal grants. The availability of grant monies is constantly changing; it's important to keep up-to-date to make best use of this funding source. Applying for grants involves writing a formal proposal outlining the use of the funds. Proposal writing skill must be developed. To assure the best chances for funding approval, funding source experts should be consulted (see Appendix D).

The development of an effective recreation program is the key to assuring adequate funding from the local government. It is important to "sell" your program to all residents and public officials. Politicians tend to cut funding in the areas of least resistance.

When recreation is strongly supported by the taxpayers it has more economic security. Your "selling" efforts should be backed by a commitment to the philosophy that recreation is a universal human need and an essential public service.

ACTIVITY 23

RECREATION PROGRAM FUNDING SOURCES

List all possible funding sources for your community recreation program. Refer to Appendix D for sources of state and federal assistance.

_____

_____

_____

_____

_____

_____

III. PUBLIC RECREATION BUDGETING

Wisconsin communities have a wide variety of recreation budget formats and policies. Smaller communities may not have a separate recreation budget. However, the increasing need for community recreation programs results in more local governments establishing separate forms of recreation administration.

A budget is a system of accounting for income, expenditures, programs and services, operation, development, and other financial requirements for a certain time period. A tax-supported program must publicly account for its use of funds. The purposes for budgeting are:

1. Provides a balance between revenues and expenses based on estimated funds available and expenditures required.
2. Safeguards the public against overspending.
3. Provides for review of needs by involvement of public in studies, evaluations, services required, and sources of funds.
4. Provides a means of determining quality, quantity, and scope of services.
5. Establishes realistic and attainable objectives.
6. Informs officials and taxpaying public how money is being spent.
7. Serves as a basis of future planning and modification of services.
8. Serves as a basis of regulation and controls.
9. Serves as a basic tool for determining future budget requirements.

(Reynolds and Hormachea, 1976, pp. 274-5)

Of more specific interest to you, the recreation director, is the portion of the community budget related to the operation of the recreation program. The process of budgeting involves an analysis of the costs in providing various recreation activities and services. Using the worksheets which follow you can begin to estimate the operating costs and revenues for each program activity. Choose one of your program activities and estimate expenditures and revenue (Activity 24 and 25).

A summary sheet will allow you to compare costs of each activity and help to project revenues needed for the implementation of your program.

ACTIVITY 24

ANTICIPATED EXPENDITURES

1. Personal
   Salary _____ x No. hr/wk _____ x No. wk. ____ x No classes = _____

2. Building Rental
   Facility(ies) to be used _____
   Regular Rental _____ = _____
   $/hr x No. hr x No. wk x No. classes
   Holiday Rental _____ = _____
   $/hr x No. hr x No. wk x No. classes

   TOTAL _____

3. Supplies and Materials
   Expendable _____ _____
   _____ _____
   _____ _____
   _____ _____
   Permanent _____ _____
   _____ _____
   TOTAL _____ _____

4. Refunds
   _____ @ _____ = _____

5. Miscellaneous

   TOTAL EXPENDITURES _____

(Farrell and Lundegren, 1978, p. 282)

ACTIVITY 25

ANTICIPATED REVENUES

Date Prepared _____

Prepared by _____

_____

Program

Previously Held _____ New _____			
	Inc.	Dec.	N.C.
Fee	____	____	☐
Salary	____	____	☐
Length	____	____	☐
No. of Classes	____	____	☐

Class Limit _____

Length _____ Hr/wk _____

To _____

To begin _____ To end _____

1. Registration
   Fee _____ x _____ Participants x _____ No. classes ___
   % Registration last year _____

2. Reimbursements
   From _____ in the amount of _____

3. Sales
   Items sold _____ in the amount of _____

4. Contributions
   From whom _____ in the amount of _____

TOTAL Projected Revenue _____

(Farrell and Lundegren, 1978, p. 281)

The analysis of money used for each activity is only a small part of the total budget process. In addition to a record of dollars coming in and going out, consideration to whether these dollars are being used effectively and efficiently should be given. To measure this, you must identify what your program is accomplishing. For each activity within the recreation program there should be ways to determine success. Some standards of success might be:

1. Program size--the number of people attending an activity
2. Efficiency--the cost of the program per number of people served
3. Effectiveness--how well a program satisfies the participant

These measures of success will help you justify the program to your community.

After determining standards of program size, efficiency and effectiveness, the proposed budget can be presented to the administrative body for approval. This body may amend the budget or adopt it as presented. The final step of the budget process is to implement the program and control expenses outlined in the budget.

Budget preparation, like program development, is continuous. While a program is in progress, projections for program and budget needs for the next year should be noted. A program should run in strict conformance with the budget of that year, but needs and interests of the community may well signal changes needed for next year's program budget. The importance of citizen involvement in the program development process was emphasized in Chapter 3. The public should also be involved in the budget process and should be allowed to make specific requests. Cooperation with community residents, other recreation staff, other municipal employees, and public officials aids in preparation and implementation of the budget plan.

Conclusion

The provision of public recreation programs has progressively been viewed and accepted as a necessary function of local governments. However, the importance of recreation must continually be weighed against other "necessary" human services provided by a community. Program management has a direct effect on public support for community recreation.

REFERENCES

Farrell, Patricia and Lundegren, Herberta M. The Process of Recreation Programming, New York: John Wiley & Sons, 1978.

Lutzin, Sidney G. and Storey, Edward H. (Editors) Managing Municipal Leisure Services, Washington: International City Management Association, 1973.

Reynolds, Jesse A. and Hormachea, Marion N. Public Recreation Administration, Reston: Reston Publishing Company, 1976.

CHAPTER 7

PROGRAM ACTIVITY IDEAS AND RESOURCES

Purpose

In Chapter 3 you were introduced to a program development process. Part of this process was the actual design of a program of activities and services for your community. This chapter will give further detail of the design process and will offer a variety of activity ideas in various recreation program areas. The ideas and resources included may be a starting point for expanding the breadth, variety and scope of community recreational opportunities.

Preview

PART I: DESIGNING A WELL-BALANCED PROGRAM

Summary: Recreation programs may include a variety of activities and formats. The aim of a well-balanced program is to meet the most important recreational needs of the greatest number of participants.

Application: Can you prioritize recreational needs and interests to provide guidelines for activity planning?

PART II: INDIVIDUAL ACTIVITY PLANNING

Summary: By following the suggested planning steps, you may have a greater degree of success in the implementation of a recreation activity.

Application: Can you apply the activity planning steps to your recreation program?

PART III: RECREATION ACTIVITY IDEAS

Summary: A variety of ideas for recreation program activity areas are presented in this section. Some special program ideas are included also.

Application: What are some activities which you could offer to broaden the scope of your existing recreation program?

PART IV: REFERENCES FOR PROGRAM ACTIVITY PLANNING

Summary: Many publications can be used as references for specific activity ideas. A few selected references are listed.

Application: Where can you find references to help you plan activities (local library, nearby university, public school)?

Content

I. DESIGNING A WELL-BALANCED PROGRAM

The design of your recreation program should involve the following elements: 1) participative planning; 2) consideration of community characteristics and program objectives; 3) consideration of resource limitations; and 4) presentation to the public for approval. A well-balanced program grows directly from the conscientious application of these program development steps. If you have carefully analyzed your community (characteristics, needs and interests, resources), your program objectives will more likely be realistic and purposeful. Program objectives which are well-formulated will guide program design, implementation, and evaluation.

Keeping community characteristics, needs and resources in mind, how can you design a well-balanced recreation program? Usually, recreation programs are planned by types of activities offered (sports, music, crafts, etc.). This is a very useful way to classify program offerings but other considerations also determine the breadth, variety and scope of your program.

Another form of program classification is by the format in which an activity is held. The program format usually depends on the purpose for offering an activity. Five formats are listed below followed by their purposes in recreation programming:

Formats	Purpose
1. Clinics, Workshops, Classes	Education
2. Tournaments	Competition
3. Clubs	Pursuit of common interests
4. Special Events or Performances	Participation (performing or spectating)
5. Open Facility	Unstructured, self-directed experience

(Farrell and Lundegren, 1978, pp. 100-102)

The clinic, workshop or class is a format where the participant can learn, develop, or refine skills in a particular area.

Tournaments often meet needs of participants to compete with others of similar abilities or age levels. This format is commonly used in sports, but can be offered in other areas.

Participants interested in joining with others to enjoy an activity may be attracted to a club format. Clubs generally allow members to organize and initiate activities according to group interests. This kind of format works especially well with adults who can be self-directed in designing a program but need support of various resources available from the public recreation program.

Special events or performances take place for participants wishing to perform an activity or be interested spectators. The importance of the spectator in special activities should not be underestimated. Below are five reasons that you should keep the audience in mind when planning a special event:

1. The program initially should be conceptualized as one including the spectator-participant;

2. for some people, this may be the only way in which they are able to participate;

3. it is a good way to enhance support for future programs to help people become acquainted with your agency; and

4. the performing participant may have a richer experience when a crowd is present.

(Farrell and Lundegren, 1978, pp. 92-93)

An open facility, is valuable to participants who want to enjoy an activity in their own way. The user of an open facility usually has skills to perform an activity without guidance.

Programs are often classified by age or developmental levels. In Chapter 3 you noted the ages of community residents. Table 5 is a brief overview of activity preferences by the developmental stages that accompany aging. Activity plans may need alteration when offering a program to a specific age group. In addition, there should be equal opportunity for all ages to enjoy recreation activities if the needs are expressed. You may want to refer to your program objectives and priorities to be sure that age discrimination is not present.

TABLE 5

PROGRAM ACTIVITY PREFERENCES BY AGE LEVEL

PRESCHOOL

Side-by-side play but not interaction between and among--self-centered.
Dependent on supervision for structured play.
Short (5-10 minute) attention span.
Perhaps the highest readiness for learning stage--motor skills, sharing, creativity.
Big muscle development needs--movement, voice, etc.
Awareness of flaws--self-doubt.
Low knowledge but high curiosity.
Immediate gratification needs.
Needs for activity in which praise can be received.
Impatient for new challenges and varied activities.
Observant but lacks verbal skills.
Reduction of the ego and beginning of being controlled by others and the environment.
Fantasy years.

EARLY CHILDHOOD

Period of steady growth--physical, intellectual, and emotional.
Testing of independence.
Still a limited attention span (15-20 minutes).
Fantasy turning to relatives and truths: subjective to objective.
Security needs and familiarity are high--no alterations.
Individualism moves toward peer relationships.
General lack of fear of the now familiar.
Easily bored.
Needs to repeat activities that are well known and mastered.
Frustration comes quickly.
Fear of the unfamiliar and activities needed to conquer fear.
The beginning of valuing.

LATE ELEMENTARY

Solid moves toward groups of friends.
Idolization of significant others--hero worship.
Highly impressionable.
Willingness to seek risk and adventure.
Play has become filled with rules, team cooperation, etc.
Values and fairplay beginning to emerge.
Competition among group members has been clearly stylized.
Beginning to accept responsibility for self and others.
Attention span has lengthened (30-40 minutes).
High needs for skill development.
Eager learners and quick understanding of ideas and concepts.
Independence from adults begins.
Willing to work for external rewards.

TABLE 5

PROGRAM ACTIVITY PREFERENCES BY AGE LEVEL
(continued)

YOUTH

Seeking self-identity.
Enormous capacity to perform new tasks, try new adventures.
High range of ability to carry responsibility.
Testing of boy-girl relationships.
Sex identification and alienation from other sex and family.
Maturation through puberty--body sex development.
Future orientation beginnings.
Interest in social intercourse--exploration of other sex.
Further refinement of independence needs.
Stable relationships begin to develop--same sex and other sex.
Group affiliation important.

TEENAGE

Full development of physique and physical powers.
Capacity for total independence from family.
Strong aggressive drives.
Potential for high alienation from family, adults, society.
Continuance of drives beyond need reduction.
Part-time jobs become a familiar pattern.
Team or group allegiance important.
Maturation begins in self-identity.
Strong needs to be alone, free from having to interact with others.
Uncertainty about others--to trust, to understand.
Begins to discern the difference between the real and ideal world.
Tends to view the organized world as a system of constraints.

YOUNG ADULTS

Major responsibilities for self (perhaps others).
Serious concern for support, work, and caring requirements.
Usually mobile.
Life-style experimentation and solidification.
Generally active, energetic, and flexible.
Needs for belonging.
Nonwork activities become important for success element.
Learning to become resourceful and adaptable.
Strong economic motivation for living.
Full physical and mental growth have been attained.
High needs for adventure--hazardous activities.
Needs for everything to happen immediately--no future.
High needs to do, not to learn or know, but simply do.
Strong ambitions to satisfy as if a lifetime were in the "permanent present".
Superior physical condition of well-being or has come to grips with state of health.
The period of strongest aggressive drives. 90

TABLE 5

PROGRAM ACTIVITY PREFERENCES BY AGE LEVEL
(continued)

EARLY ADULTHOOD

Begins to set goals for a lifetime objectivity.
Awareness of own strengths and abilities.
Final phase in the development of values.
Security needs high--efforts devoted to assuring this status.
Committed to being a part of society.
Loss of individual independence where family is concerned.
Acceptance of obligations to community or neighborhood unit.
Novelty and variety are important.
Ability to plan and see long-range need fulfillments.
Lengthy attention span--able to see work through to completion.
Formal education has ended, yet as such novelty and variety important.
Has come to grips with society and culture.

MATURITY

Has reached full potential in efforts to meet personal needs.
Life-style is mostly objective--set rewards for set efforts.
The threat of the permanent present--dull, boring.
The apex of life--security of position, occupation, associations.
Has a clear view of the past and beginnings of a realistic future view.
At the height of external respect and perceived contribution.
Economic comfortableness not known before.
Enjoyment of life's comforts--no needs to rough it.
Enjoys being a member of a group--this is important.
Group of friends is large and varied--not yet too selective.
High leadership is asked of this group.
Behavior is constant and consistent in the healthy person.

LATER MIDDLE AGE

Reduction in some drives to satisfy basic needs.
Lessening of aggressive feelings.
Fear of failing in many performance areas and activities.
Definite physical slowdown as well as energy needed to perform usual activities is harder to stimulate.
Desires full participation in society.
Experience oriented.
Caution is an important notion in all experiences.
Energies focused on intensifying a limited number of activities rather than touching many lightly.
Interested in sustaining a good life for self and others.
Begins to find others making one dependent--through receiving.
Tendency toward passive living.

TABLE 5

PROGRAM ACTIVITY PREFERENCES BY AGE LEVEL
(continued)

OLD AGE

Tends to exhibit similar activity patterns of previous life cycle.
Generally a lessening of activity and doing.
Danger of boredom, little is worth bothering about.
Inevitable physical deterioration is impossible to escape.
Often an unhealthy change in social position.
Less interest in material things, a clinging to the abstract.
Being loved, having emotional and economic security are important.
The past is an important reference point.
Health concerns are of paramount importance.
One moves back into a subjectivity--not fact.
Progressive detachment from outside activities--disengagement.
Retirement from paid employment.

SENESCENCE

Notable decline and loss of responses to various stimuli.
The optimism of old age disappears.
The negatives appear to outweigh the positives.
Life tends to be self centered and self serving.
Increasing physical infirmity.
Painful loneliness and a sense of isolation.
Great decreases in power and participation--most passive.
Large amounts of unobligated time available.
Well-established patterns.

(Farrell and Lundegren, 1978, pp. 16-20)

The activity (26) below presents a visual aid to evaluate the total recreation program by activity areas and formats. You may want to shade in the boxes where you have program offerings.

ACTIVITY 26

AVAILABLE RECREATION PROGRAMS

	Sports and Games	Social Recreation	Arts/Crafts	Music/Drama/Dance	Outdoor/Environmental
Clinics, Workshops, Classes					
Tournaments					
Clubs					
Special Events or Performances					
Open Facility					

In planning a well-balanced program, you should consider the types of activities offered, in a variety of formats, to the greatest number of residents. You may want to prepare a grid like the one in Activity 26 for the age groups in your community (preschool, children, youth, young adults, adults, and elderly). This could point out gaps where activity offerings could be made in the future.

Obviously, your recreation program cannot be expected to meet the recreational needs of everyone in the community. Some way to prioritize all possible offerings helps justify the composition of your program when it is presented to the public. Here are some questions to think about when trying to prioritize activity offerings:

1. Does the activity contribute to the program goals and objectives?
2. Does the activity meet an important need expressed by community residents?
3. Is the activity within the department's ability to organize, pay for, and provide the necessary leadership?
4. Is the activity one which is not offered elsewhere for the benefit of residents?
5. Can the activity be scheduled without conflicting with other activities or important community functions?

II. INDIVIDUAL ACTIVITY PLANNING

In addition to following steps to ensure the design of a well-balanced recreation program, here is a method for planning individual activities within your program. Planning for an activity takes place after a specific group has been identified as interested participants. Activity planning steps are outlined below:

1. Consider the characteristics of the participants.

   a. demographic characteristics (age, gender, etc.)
   b. previous experience or skills in the area
   c. recreational demands, needs or interests in the area

   How does this information affect the type of leadership for this activity?

2. Develop a list of objectives for this activity. How do you intend to have participants benefit from taking part in this activity? Some possible outcomes from activity participation are:

   a. to make new friends
   b. to belong to a group
   c. to experience competition
   d. to learn or practice a skill
   e. to share a talent
   f. to have a night out
   g. to gain prestige or recognition
   h. to get in shape or stay fit.

3. Choose an appropriate format for the activity. Will this format meet the needs of participants?

4. Plan the activity keeping resource availabilities and limitations in mind.

   a. How much money can you spend for supplies?
   b. How much time do you have to conduct the program?
   c. How many participants can you handle at one time?

5. Evaluate the activity in progress and after it is completed.

   a. Are/were the participants satisfied?
   b. Is/was competent and confident leadership provided?
   c. Are/were facilities and supplies adequate?

You may find, especially as you gain experience, that it is not necessary to detail each planning step on paper. However, ideas and suggestions for program or activity improvement should be written down somewhere so changes can be made when planning a similar activity.

III. RECREATION ACTIVITY IDEAS

The purpose of this section is to offer general ideas for recreation activities within various program areas. You will not find specific rules for sports or games or specific instructions for teaching a recreation skill. Some references are listed in Part IV of this chapter which will help you plan your activities in greater detail. The addresses of various agencies publishing rule books are included with references at the end of the manual (Appendix C). Your local library may have texts which include information for activity planning and leadership. You cannot be expected to be an expert in all areas of recreational leadership but you can expand the recreation program by making use of community resources (libraries, volunteer leadership, etc.).

A. Sports and Games

Sports and games have traditionally been a very popular form of recreation. Almost every recreation program offers a variety of sport activities for various age groups. Physical fitness can be encouraged, sportsmanship developed, and tension released through sport or game activities.

SPORTS AND GAMES:

1. Field and Team Sports
   - a. Football, flag football, baseball, soccer, softball, field hockey, lacrosse.
   - b. Basketball, volleyball, ice hockey.
   - c. Lead-up games for all team sports for the early life-cycle groups or to use when the space is small, the group is large, and the full game cannot be played.

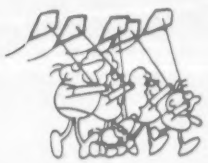
2. Individual and Dual Sports
   - a. Racquet sports
     1. Tennis, paddle tennis, three-wall racquet ball,
     2. Badminton, racquetball, squash, table tennis.
   - b. Archery, bowling, cycling, fencing, golf, gymnastics, handball, ice skating, riding, roller skating, skiing--downhill and cross country--weight lifting and wrestling.
   - c. Aquatics
     1. Swimming of all types, diving, surfing, water skiing, polo.
     2. Sailing, other kinds of boating.

d. Martial arts.
e. Track and field for all life cycles and both sexes.
f. Environment related--rock climbing, hiking, caving, etc.

3. Recreational Games and Fitness Activities

a. Shuffleboard, deck tennis, croquet, box hockey, horseshoes, lawn bowling, bocci, tetherball, etc.
b. Jogging, weight reducing activities, challenge course
1. Chess, checkers, etc.
2. World Wide Games,
c. Paper and pencil games.
d. Mass participation games.

(Farrell and Lundegren, 1978, p. 183)



B. Social Recreation

Social activities are those in which people can interact with one another in a recreative pursuit. This is a broad activity area which often overlaps with some of the more specific areas.

SOCIAL RECREATION:

1. Board and Table Games

a. Board games such as checkers, go, monopoly.
b. Table games such as billiards, table tennis, shuffleboard.

2. Celebrations and Festivals

a. Pageants.
b. Holiday celebration events.
c. Parades.
d. Fairs and circuses.

3. Easy Equipment Games

a. Paper games, origami, aluminum foil, string.

4. Guessing and Magic Games

a. Riddles.
b. Quizzes.
c. Magic tricks and stunts.

5. Hobbies
    a. Any special interest could be noted in this subcategory:
        1. Creative.
        2. Collecting.
        3. Educational.

6. Mass Participation Games
    a. Leader/audience response stories.
    b. Group singing.
    c. Motion stories.

7. Parties
    a. Special holidays.
    b. Special events.
    c. Picnics and outings.

8. Social Interaction Games
    a. Mixers.
    b. Ice breakers and early comer activities.

(Farrell and Lundegren, 1978, pp. 189-190)

C. Arts and Crafts (Applied Arts)

Art activities are very popular forms of recreation because they are easy to do, they don't take much time to complete, and they are relatively inexpensive. In addition, leadership of a crafts program is fairly easy with some needed training and preparation. The following ideas are divided into two sections. The Fine Arts area includes activities that are done for pure aesthetic pleasure. The Crafts area includes activities that serve a more functional purpose.

FINE ARTS:

1. Graphics
    a. Poster design, murals, cards, etc.
    b. Paper models.
    c. Flags, banners.

2. Painting
    a. Oil- on wood, canvas, other fabric.
    b. Watercolor.

CRAFTS:

1. Ceramics
    a. Pottery.
    b. Mosaics.
    c. Plaster of Paris.

2. Homemaking
    a. Needlepoint, crewel.
    b. Sewing and millinary.
    c. Candlemaking.
    d. Quilting.

FINE ARTS:

c. Guash.
d. Acrylic.
e. Finger paint mixes.

3. Photography
   a. Still, black and white color.
   b. Motion, 8 mm, 16 mm, 35 mm.

4. Printing
   a. Woodcarving blocks.
   b. Linoleum blocks.
   c. Silk screening.
   d. Stencils.
   e. Miscellaneous materials, carrots, potatoes.

5. Sketching
   a. Pencil.
   b. Etching on metals and scrimshaw.
   c. Charcoal.
   d. Pastel.

6. Sculpture/Welding
   a. Wood: walnut, oak, driftwood, etc.
   b. Stone.
   c. Clay.
   d. Sand.
   e. Metal.
   f. Plastic.
   g. Glass.

(Farrell and Lundegren, 1978, p. 144-145)

CRAFTS:

e. Canning, cooking, baking.
f. Gourmet cooking.

3. Home Repair
   a. Furniture and carpentry.
   b. Electricity, heat, water, paint.
   c. Lawn and garden.

4. Jewelry
   a. Copper, silver, gold.
   b. Baubles, bangles, beads.
   c. Shells, stones, etc.

5. Leathercraft

6. Paper
   a. Papier-mâché.
   b. Collage.
   c. Airplanes, kites, origami.

7. Scrap Craft
   a. Use of any scrap material from wood, styrofoam, eggs, milk and meat, cartons, etc.

8. Weaving
   a. Card, loom.
   b. Macrame.
   c. Hooking, braiding, knitting.
   d. Woodmaking.

(Farrell and Lundegren, 1978, pp. 151-152)

D. Music, Drama and Dance (Performing Arts)

Participants interested in creative expression that does not result in a tangible product (such as an art object) may find enjoyment in one of the performing arts. Offering music, drama, or dance activities may provide much-needed variety to a program. Performing arts may be enjoyed by all ages and can be beneficial to spectators as well as performers.

MUSIC:

1. Appreciation
    a. Attending performances,
    b. Listening to reproduction.
    c. Studying music.
    d. Patron or sponsor activities.
2. Associated Activities
    a. Composing.
    b. Conducting or directing.
    c. Accompanying vocal areas.
    d. Librarian.
    e. Business manager.
3. Instrumental
    a. Orchestra.
    b. Band.
    c. Strings.
    d. Brass.
    e. Woodwinds.
    f. Percussion.
    g. Same or mixed instrument ensembles.
4. Mechanical
5. Vocal
    a. Choir, chorus.
    b. Soprano.
    c. Alto.
    d. Tenor.
    e. Bass.
    f. Same or mixed voice ensembles.

(Farrell and Lundegren, 1978, p. 176)

DRAMA:

1. Associated Activity
    a. Costume design and completion.
    b. Makeup.
    c. Stagecrafts--lighting, set design, and construction.
    d. Script writing.
    e. Direction.
    f. Production--props management.

2. Creative Dramatics
    a. Improvization theatre.
    b. Creative play.

3. Creative Writing
    a. Poetry.
    b. Short story.
    c. Fiction, science fiction.
    d. Limerick writing.

4. Films
    a. 8 mm, 16 mm, 35 mm.
    b. Review and critique.

5. Formal Plays
    a. One and three acts.
    b. Musicals.
    c. Children's theatre.
    d. Mobile street theatre.
    e. Circle theatre.
    f. Shadow plays.

6. Linguistic Activities
    a. Debate society.
    b. Toastmaster/Toastmistress.
    c. Choral speaking.
    d. Story telling.
    e. Monologues.
    f. Second language.

7. Pantomime

8. Puppetry/Marionettes
    a. Punch and Judy.
    b. Puppet therapy.

9. Readings
    a. Book reviews.
    b. Play reading groups.
    c. Great books program.

(Farrell and Lundegren, 1978, p. 164-165)

DANCE:

1. Ballet
   a. Classical.
   b. Modern.
2. Children's Rhythms.
3. Associated Activities
   a. Choreographing.
   b. Costuming, makeup.
   c. Directing.
4. Contemporary or Modern Dance
5. Country and round dance.
6. Folk Dance
   a. General programs that include dances of many nationalities.
   b. Specific, single ethnic dances, that is, Israeli, Balkan, Irish, Scottish, American square dance (eastern, western, hash).
7. Popular or current dance steps--hustle, bump (popular with teenagers and young adults).
8. Precision movement skills.
9. Show or modern jazz dance.
10. Social dance--basic, traditional dance steps to music one might find at adult dances or as part of folk dances--waltz, foxtrot, polka, two-step.
11. Tap dance.

(Farrell and Lundegren, 1978, p. 156-157)

E. Outdoor Environmental Recreation

The area of outdoor and environmental recreation involves more than a program of activities which can be done outdoors. Activities should be offered in this area because they place the participant in contact with nature. Concern about our environment and natural resources has grown tremendously in recent years. The recreation program can encourage appreciation and respect for the environment through well-planned outdoor activities.

OUTDOOR AND ENVIRONMENTAL ACTIVITIES:

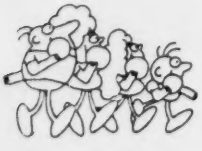
1. Camping Activities
   a. School camping.
   b. Day camping.
   c. Resident or established camping.
   d. Trip camping.
   e. Family camping.
   f. Senior citizen camping (day or resident).

2. Nature Oriented Activities
   a. Interpretive programs
      1. Nature centers.
      2. Nature trails.
      3. Nature museums.
   b. Nature crafts.
   c. Nature games.
   d. Identification activities.

3. Outdoor Living Skills
   a. Firebuilding.
   b. Use of tools.
   c. Knots and lashing.
   d. Cooking and meal planning.
   e. Shelters.
   f. Map and compass.

4. Conservation Skills
   a. Soil and water conservation activities.
   b. Wildlife activities (animals, birds, insects).
   c. Activities related to conservation of flowers, trees, mushrooms, and so on--things that grow in the wild as well as in highly populated areas.
   d. All of the above are related to conservation at the campsite.
   e. Conservation games.

(Farrell and Lundegren, 1978, pp. 170-171)



F. Special Events

In addition to general activity ideas in the regular program areas, you may be interested in special community-wide events that could be offered in a recreation program. Special events are usually large-scale, one-shot activities which involve the planning and participation of many residents. The event may include activities from any or all of the regular program areas. Brainstorming with interested residents may lead to exciting and original ideas for a special event for your community.

SPECIAL EVENTS:

1. Community-wide Events and Celebrations
   a. Patriotic celebration (example: Ethnic Heritage Day).
   b. Holiday festival (example: Christmas).
   c. Playground events (example: Scavenger Hunt).
   d. Tournaments (example: Ping Pong).

2. Special Local Program Features (may be offered more than once)
   a. Play days (example: Bicycle Rodeos).
   b. Tournaments (example: Aquatic Meets).
   c. Festivals (example: Art Shows).
   d. Pageants (example: Pet Fairs).

3. Outings and Trips
   a. Picnics (example: to a nearby park or lake).
   b. Short excursions (example: to a nearby amusement park).
   c. Extended trips (example: to distant places for overnight adventures).

(Adapted from Kraus, 1977, pp. 521-538)

Special events are an excellent way to add variety to your program. In addition:

a. they provide an opportunity to strengthen community ties;

b. they give residents meaningful projects and responsibilities;

c. they provide the opportunity for families to get together under joyous, positive circumstances;

d. they are a useful means of fund raising to supplement state and federal monies; and

e. they are an outstanding form of public relations.

(Kraus, 1977, p. 528)

G. A New Recreation Campaign

A broad, nation-wide campaign called "Life. Be in it," has been recently initiated by the National Recreation and Parks Association (NRPA). The purpose of this campaign is to increase public awareness of the value of recreation and leisure. The logo on the manual cover and those used in this chapter were borrowed from this program. "Life. Be in it," has two primary objectives:

1. to create an awareness of the importance of being active, and to get individuals to place activity higher in the priorities of day-to-day life; and

2. to broaden the concept of activity away from a narrow mind-set that views "activity" only in terms of strenuous exercise, toward one that views a wide variety of leisure experiences that are inexpensive, can be done spontaneously, and require little, if any, special equipment or facilities.

(NRPA, "Life. Be in it.", 1980)

This recreation campaign involves three phases which will be introduced over a five-year period. Phase 1 will emphasize "getting people moving" in simple activities such as walking, biking, or visiting parks. Phase 2 will introduce some activities which can be done where groups congregate such as various modified games like Frisbee. Phase 3 will emphasize the teaching of skills in specific activities. The long-term aim is to get people to develop an ongoing interest and involvement in activities of their own choice.

"Life. Be in it." officially began in January, 1981. You can request additional information and program ideas by writing to the National Recreation and Park Association at the address listed in Appendix D.

H. Programs for Special Populations

The importance of providing all possible recreational services for residents who express recreational needs has been emphasized throughout this manual. Residents in your community who have needs for recreation may have been underserved or overlooked because of their special conditions or characteristics. It is important for you, the community recreation director, to include these "special populations" in the design of your program. Special populations may include: the physically disabled, the discharged mental patient or individual attending an outpatient clinic, the mentally retarded child or adult, the chronically ill, or the homebound older person. In designing activities for special populations you should be aware of the needs, capabilities, and limitations of those you are planning to serve. It is beyond the scope of this manual to describe various types of disabilities and appropriate activities for each. However, there are many resources available for you to use once you have identified the special populations present in your community. Some of these resources are listed in Appendix D of this manual.

IV. REFERENCES FOR PROGRAM ACTIVITY PLANNING

A. Sports and Games

Adams, R. C., A. N. Daniel, and L. Rollman. Games, Sports and Exercises for the Physically Handicapped. Second Edition, Philadelphia: Lea & Febiger, 1975.

Armbruster, D. A., F. F. Musker, and D. Mood. Basic Skills in Sports for Men and Women. Sixth Edition, St. Louis: C. V. Mosby Co., 1975.

Blake, O. W., and A. Volp. Lead-Up Games to Team Sports. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964.

Duran, D. B., and C. A. Duran. The New Encyclopedia of Successful Program Ideas. New York: Association Press, 1967.

President's Council on Physical Fitness and Sports and the Administration on Aging. The Fitness Challenge ... in the Later Years. Washington: Administration on Aging, May, 1968.

B. Social Recreation

Merrill, M. A. Social Clubs for the Aging. Springfield, Ill.: Charles C. Thomas, Pub., 1973.

Milberg, A. Street Games. New York: McGraw-Hill Book Co., 1976.

New Games Foundation. The New Games Book. Garden City: Doubleday & Company, Inc., 1976.

Scarne, J. Encyclopedia of Games. New York: Harper & Row, Pubs., 1973.

Schwartz, A. Hobbies. New York: Simon & Schuster, Inc., 1972.

C. Arts/Crafts

Arts

Arnold, N. D. The Interrelated Arts in Leisure. St. Louis: The C. V. Mosby Company, 1976.

McFee, J. K. Preparation for Art. Belmont, Calif.: Wadsworth Publishing Co., Inc., 1970.

National Endowment for the Arts. Arts and the Handicapped. New York: Educational Facilities Laboratories, November, 1975.

Rubin, S., and B. Rivera. A Primer for Community Graffiti Workshops, University of Pennsylvania, Center for Community Services, 1972.

Crafts

Abrams, A. J., and C. W. Abrams. Building Craft Equipment. New York: Praeger Publishers, Inc., 1976.

Gould, E., and L. Gould. Crafts for the Elderly. Springfield, Ill.: Charles C. Thomas, Pub., 1974.

Johnston, R. W. The Book of Country Crafts. Cranbury, N,J.: A. S. Barnes and Co., Inc., 1970.

D. Music/Drama/Dance

Music

Baird, F. J. Music Skills for Recreation Leaders. Dubuque, Iowa: William C. Brown Co., Pub., 1963.

Batcheller, J., and S. Monsour. Music in Recreation and Leisure. Dubuque, Iowa: William C. Brown Co., Pub., 1972.

Cargher, J. Music for Pleasure. Sydney: Ure Smith, 1970.

Drama

Chambers, D. W. Storytelling and Creative Drama. Dubuque, Iowa: William C. Brown Co., Pub., 1970.

Mahlmann, L., and D. C. Jones. Puppet Play for Young Players. Boston: Plays, Inc., 1974.

Wethered, A. Movement and Drama in Therapy. Boston: Plays, Inc., 1973 (Printed in Great Britian with Macdonald and Evans, Ltd.)

Dance

Heaton, A. Fun Dance Rhythms. Provo, Utah: Brigham Young University Press, 1976.

Horst, L. Modern Dance Forms. Brooklyn: Dance Horizons, Inc., 1973.

Joyce, M. First Steps in Teaching Creative Dance. Palo Alto: National Press, 1973.

E. Outdoor/Environmental Recreation

Sharpe, G. W. Interpreting the Environment. New York: John Wiley & Sons, Inc., 1976.

Smith, J. W., R. E. Carlson, G. W. Donaldson, and H. B, Masters. Outdoor Education. Englewood Cliffs, N,J.: Prentice-Hall, Inc., 1972.

van der Smissen, B., and O. H, Goering. A Leader's Guide to Nature-Oriented Activities. Second Edition, Ames: The Iowa State University Press, 1978.

VanMatre, S. Acclimatization: A Sensory and Conceptual Approach to Ecological Involvement. Martinsville, Ind. American Camping Association, 1972.

Conclusion

Program activities are the lifeblood of the recreation program. These activities are what people observe as being what recreation is all about. The content of this final chapter draws on all previous information to help you design an effective and popular program of recreational activities for your community.

REFERENCES

Farrell, Patricia and Lundegren, Herberta M. The Process of Recreation Programming, New York: John Wiley & Sons, 1978.

Kraus, Richard G. Recreation Today, Santa Monica: Goodyear Publishing Company, Inc., 1977.

APPENDIX A

Recreation Resource Center
1815 University Avenue
Madison, WI 53706
(608)263-2621
June 16, 1980

Dear Recreation Coordinator:

Your assistance is needed. Information which you can give us will be very important as we assess the needs for continuing education and training of persons who conduct community recreation programs on a part-time basis.

As many communities offer recreation programs on a limited or seasonal basis, the need for part-time or seasonal staff to coordinate the programs becomes apparent. To assist the community and encourage the continued growth of community based recreation programs, the Recreation Resource Center of the University of Wisconsin-Extension is conducting this study to determine the continuing education and training needs of part-time recreation coordinators.

You and other part-time recreation coordinators, are being asked to respond to this brief survey. Your input in this project will provide valuable information to help us help you.

Your name will not be used in connection with any part of the survey. The number on the questionnaire is used only for sending reminders to persons who have not responded.

We would appreciate your taking 10-20 minutes to answer this questionnaire. Please mail it back no later than July 1, 1980. The return postage is prepaid.

Should you have any questions, you may call us at (608)263-2621. If you would like a copy of the summary of the project, please let us know.

Your cooperation is greatly appreciated.

Sincerely,

Michael Graper
Michael Graper
Project Assistant

Karla Henderson
Karla Henderson
Public Recreation Specialist

UNIVERSITY OF WISCONSIN-EXTENSION

RECREATION RESOURCES CENTER
1815 UNIVERSITY AVENUE-327 MADISON, WISCONSIN 53706 608 263-2621

July 7, 1980

Dear Recreation Coordinator:

About three weeks ago, we wrote to you seeking information on your training needs in your recreation position. As of today we have not yet received your completed questionnaire.

As many communities offer recreation programs on a limited or seasonal basis, the need for part-time or seasonal staff to coordinate the programs becomes apparent. To assist the community and encourage the continued growth of community based recreation programs, the Recreation Resources Center of the University of Wisconsin-Extension is conducting this study to determine the continuing education and training needs of part-time recreation coordinators.

We are writing to you again because of the significance each questionnaire has to the usefulness of this project. Your response is an important factor which will contribute to the overall success and accuracy of this study. As mentioned in our first letter, the information is completely confidential and the responses cannot be linked with a particular person.

In the event that your first questionnaire was not received by you or has been misplaced, a replacement is enclosed. Please return this completed questionnaire by simply stapling it and dropping it in the mail. We would appreciate receiving the questionnaire at your earliest convenience, but no later than July 22, 1980. If you have any questions, please call us at the Recreation Resources Center.

Your cooperation is greatly appreciated.

Sincerely,

Karla Henderson

Karla Henderson
Public Recreation Specialist

Mike Graper
Research Assistant

KH/lm

UW-Extension provides equal opportunities in employment and programming.

NO. _____

UNIVERSITY OF WISCONSIN-EXTENSION
RECREATION RESOURCES CENTER
1815 University Avenue
Madison, Wisconsin 53706

111

The Continuing Education and Training Needs of Recreation Practitioners in Wisconsin

June, 1980

-105-

This project was made possible through funding from Title V, Rural Development Act of 1972.

Michael Graper
Project Assistant

Karla Henderson,
Public Recreation Specialist

Recreation Resources Center
University of Wisconsin-Extension

112

Dear Recreation Coordinator,

A concern has been expressed for both the identification of recreation offerings in communities of rural Wisconsin and the continuing education and training needs of part-time recreation practitioners. Continuing education is the formal (classroom, credit) and informal (conferences, workshops, seminars, etc.) training which an individual undertakes to improve or develop knowledge and skills relating to their job.

Please complete this survey regarding your position and your interests and needs concerning continuing education. Your prompt response will be of great assistance to us and to you.

Recreation Position Information

1. In which county are you employed?_____
2. What is the approximate population of the community in which you are employed?_____
3. By what type of agency are you employed?

   ____federal ____state ____county ____school district

   ____municipal ____private ____non-profit ____combination or other (explain)
4. What is your recreation position title?_____
5. What is the status of your position?(check one or explain)

   ____full-time ____seasonal ____part-time ____volunteer
6. Approximately how many hours do you work in your recreation position each week?_____hours
7. Of this total how many hours are spent in the following?

   planning: ___hours supervising others: ___hours actually conducting programs: ____hours
8. What is the term of your position? (check all that apply)

   ____summer ____fall ____winter ____spring

   How many months in total do you work in the recreation position?

   months:_____
9. Have you ever been employed full-time in a recreation position?

   ____yes ____no
10. How many years have you held your current recreation position?

    ____years
11. What is your supervisor's job title?_____
12. How many staff and volunteers do you supervise?

    full-time:_____staff
    part-time:_____staff
    volunteer:_____volunteers

Additional Job Information

13. Are you employed in other work besides your recreation position?

    ____yes ____no (go to question 16)
14. What other employment position do you hold?

    Type of work:_____

    Job title:_____
15. How many hours a week do you work at this job?_____
16. What is your sex? ____female ____male
17. What is your age? ____
18. What is your salary from your recreation position? $_____

Program Information

19. What activities do you offer in the recreation programming in your community? (Check all that apply.) Please indicate to which age groups they apply. (Youth is considered ages 6-17, pre-school age is 0-5, and adults are aged 18 and over.)

    a. ____ Leagues
       ____ youth
       ____ adult

    b. ____ Physical Skills
       ____ pre-school
       ____ youth
       ____ adult

    c. ____ Aquatic Instruction
       ____ pre-school
       ____ youth
       ____ adult

    d. ____ Social Programs
       ____ youth
       ____ adult

    e. ____ Music & Drama
       ____ youth
       ____ adult

    f. ____ Arts & Crafts
       ____ pre-school
       ____ youth
       ____ adult

    g. ____ Outdoor Recreation
       ____ youth
       ____ adult

    h. ____ Day Camp
       ____ pre-school
       ____ youth

    i. ____ Day Care
       ____ pre-school
       ____ youth
       ____ adult
20. What community facilities do you utilize in programming: Check all that apply.

    ____ pool ____beach ____parks ____ churches ____ schools
    ____ playing field ____library ____ recreation center
    ____ other, specify
    _____
    _____

Educational/Training Information

21. What is the level of your formal education? (Check all that apply)

    ____ high school diploma
    ____ some college (major)_____
    ____ 2 year degree (major) _____

(continued on next page)

____ 4 year degree (major) _____
____ some graduate work (major) _____
____ graduate degree (major) _____
____ some post graduate work (major) _____
____ doctoral degree (major) _____

22. In what year did you last participate in formal (credit) course work? _____

23. Are you presently pursuing an educational degree?

____yes (major) _____
____no, but intend to (major) _____
____no

24. Do you intend to pursue a full-time recreation position?

____yes ____no ____ possibly if the opportunity arises

25. Please list the education/training programs that you feel have been of the most value to you in your present position.

_____
_____
_____
_____

Continuing Education/Training Needs and Interests

Listed below are several topics that might be considered as continuing education interests or needs for you and for other recreation personnel. Please indicate whether or not the area suggested is an interest or need of yours by circling the number under High Need, Some Need, Little Need or No Need.

Area	High Need	Some Need	Little Need	No Need
Staff Management				
26. Interviewing/Hiring practices	4	3	2	1
27. Staff Recruitment/ training	4	3	2	1
28. Staff Supervision	4	3	2	1
29. Staff Evaluation	4	3	2	1
30. Volunteer Recruitment/Training	4	3	2	1
31. Public Relations	4	3	2	1
32. Personal Career Training	4	3	2	1
Budgets and Finance				
33. Developing Budgets	4	3	2	1
34. Setting User Fees	4	3	2	1
35. Determining Salaries	4	3	2	1
36. Budget Control Systems	4	3	2	1
37. Revenue Sources (grants-fees)	4	3	2	1

Area	High Need	Some Need	Little Need	No Need
Planning and Development				
38. Facility Management	4	3	2	1
39. Long Range Planning	4	3	2	1
40. User Needs Assessments	4	3	2	1
41. Community Resources	4	3	2	1
42. Determining Goals and Objectives	4	3	2	1
Administration				
43. Working with Boards & Community	4	3	2	1
44. Management Techniques	4	3	2	1
45. Promotion Techniques	4	3	2	1
46. Safety and Security	4	3	2	1
47. Liability/Risk Management	4	3	2	1
48. Legal Responsibility	4	3	2	1
49. Maintenance Operations	4	3	2	1
50. Equipment Control	4	3	2	1
Programming				
51. Sports Programming	4	3	2	1
52. Social Programming	4	3	2	1
53. Arts/Crafts Programming	4	3	2	1
54. Music/Drama Programming	4	3	2	1
55. Outdoor Programming	4	3	2	1
56. Day Care	4	3	2	1
57. Special Events	4	3	2	1
58. Innovative Ideas in Programming	4	3	2	1
59. Program Scheduling Techniques	4	3	2	1
60. Programming for Special Groups	4	3	2	1
61. Program Evaluation	4	3	2	1

Other: Are there other topics which might be of interest to you? Please list them.

Continuing Education/Training Methods

62. What current certifications do you hold? (Check those that apply)

____Wisconsin Park & Recreation Association (WPRA)
____National Theraputic Recreation Society (NTRS)
____Wisconsin Interscholastic Athletic Association (WIAA)
____American Red Cross
a. ____Water safety instructor c. ____Lifesaving
b. ____Lifesaving d. ____CPR

63. Please list any organization memberships you hold that relate to your recreation position. (EX. WPRA, AAHPERD, WIAA, ACA)

_____

_____

_____

_____

64. Please list any publications and journals that you read that relate to your position.

_____

_____

_____

_____

65. Listed below are several continuing education/training programs which could be offered related to recreation. Please indicate your preference for the programs suggested by circling the number under High Interest, Some Interest, Little Interest or No Interest.

Education/Training Programs	High	Some	Little	No
College or university courses for credit	4	3	2	1
Non-credit college or university courses	4	3	2	1
State wide conferences and workshops	4	3	2	1
Regional conferences and workshops	4	3	2	1
Community based workshops	4	3	2	1
On the job training programs	4	3	2	1
Correspondense courses	4	3	2	1
Directed reading and study programs	4	3	2	1
Resource centers for information and referral	4	3	2	1

Others: Are there other activities or programs which might be of interest to you? Please list them.

66. What were some of the reasons which may have prevented you from participating in continuing education/training programs during the past year? Check all that apply.

____cost(personal)
____lack of information
____not enough time
____schedule conflicts
____distance/transportation
____not encouraged by employer
____cost (employer financial support)
____conflicts with other employment position
____opportunities not available
____offerings of no value
____other (specify) _____

_____

117

67. Does your employer provide any of the following regarding continuing education/training? Check all that apply.

____tuition or registration reimbursement
____travel expenses
____room & board expenses
____time off
____in-service or on the job training
____membership fees
____opportunity information
____other (specify)

68. Listed below are several continuing education/training program time formats. Please indicate your preference for the suggested formats by circling the number under High Interest, Some Interest, Little Interest or No Interest.

Education/Training Time Formats	High	Some	Little	No
Half day or less program	4	3	2	1
morning program	4	3	2	1
afternoon program	4	3	2	1
evening program	4	3	2	1
One day program	4	3	2	1
Two day program	4	3	2	1
Two to three day program	4	3	2	1
Four to five day program	4	3	2	1
Programs during weekdays	4	3	2	1
Programs during weekends	4	3	2	1
A series of short gathering over a period of time	4	3	2	1

If you have other preferences for time formats please indicate them below.

69. During what time of the year do you feel you are best able to take advantage of continuing education/training programs being offered?

____summer (June-August)
____fall (September-November)
____winter (December-February)
____spring (March-May)
____any time

70. What distance would you travel for a one day or less workshop?

_____

71. If a one day education/training program were offered in an area of interest related to recreation would you attend?

____yes ____no

Other comments - please feel free to write any other comments you may have.

113

Thank you very much. Please fold the questionnaire with stamped side out, staple or tape it and drop it in the mailbox.

APPENDIX B

WISCONSIN COMMUNITIES WITH PART-TIME RECREATION DIRECTORS
(BY COUNTY)

ASHLAND
- Glidden

BARRON
- Barron
- Cameron
- Chetek
- Cumberland

BAYFIELD
- Cable

BROWN
- Denmark
- Pulaski

CALUMET
- Hilbert
- New Holstein

CHIPPEWA
- Bloomer
- Cadott
- Cornell
- New Auburn

CLARK
- Colby
- Granton
- Greenwood
- Thorp

COLUMBIA
- Pardeeville

CRAWFORD
- Gays Mills
- Prairie du Chien
- Soldiers Grove
- Wauzeka

DANE
- Cross Plains
- Deerfield
- DeForest
- McFarland
- Maple Bluff
- Marshall
- Mazomanie
- Monona
- Mount Horeb
- Oregon
- Shorewood Hills
- Verona
- Waunakee

DODGE
- Horicon
- Hustisford
- Juneau
- Mayville
- Reeseville

DOUGLAS
- Lake Nebagamon

DUNN
- Boyceville
- Colfax
- Knapp

EAU CLAIRE
- Altoona
- Augusta

FOND DU LAC
- Brandon
- Fond du Lac
- Ripon

GRANT
- Boscobel
- Cassville
- Fennimore
- Lancaster
- Muscoda
- Potosi

GREEN
- New Glarus

GREEN LAKE
- Berlin
- Green Lake
- Markesan
- Princeton

IOWA
- Cobb
- Dodgeville
- Mineral Point

JEFFERSON
- Johnson Creek
- Lake Mills

JUNEAU
- Elroy
- Mauston
- New Lisbon
- Wonewoc

KEWAUNEE
- Luxembourg

LA CROSSE
- Bangor

LAFAYETTE
- Benton
- Blanchardville
- Gratiot
- Shullsburg

MANITOWOC
- Kiel
- Reedsville
- Valders

MARATHON
- Rothschild
- Schofield

MARINETTE
- Niagara
- Peshtigo

MARQUETTE
- Montello
- Oxford
- Westfield

MILWAUKEE
- Bayside
- Elm Grove
- Fox Point
- Franklin
- Hales Corners

MONROE
- Cashton
- Kendall
- Wilton

OCONTO
- Oconto
- Oconto Falls

OUTAGAMIE

Black Creek
Combined Locks
Hortonville
Kimberly
Seymour

OZAUKEE

Grafton
Saukville
Thiensville

PEPIN

Arkansaw

PIERCE

Spring Valley

POLK

Amery
Clayton
Dresser
St. Croix Falls

RACINE

Union Grove

RICHLAND

Cazenovia

ROCK

Evansville
Orfordville

RUSK

Bruce
Ladysmith

ST. CROIX

Baldwin
Glenwood City
Hammond
Hudson
New Richmond
Roberts
Woodville

SAUK

Baraboo

SHEBOYGAN

Kohler
Plymouth
Sheboygan Falls

TAYLOR

Medford

TREMPEALEAU

Arcadia
Blair
Ettrick
Galesville
Osseo
Whitehall

VERNON

Chaseburg
Hillsboro
Ontario
Viroqua

VILAS

Eagle River

WALWORTH

Elkhorn
Sharon
Williams Bay

WASHBURN

Shell Lake

WASHINGTON

Jackson
Kewaskum
Slinger

WAUKESHA

Butler
Delafield
Hartland
Mukwonago
Pewaukee

WAUPACA

Iola
Marion
Weyauwega

WAUSHARA

Wautoma

WINNEBAGO

Omro
Winneconne

WOOD

Nekoosa

APPENDIX C

BIBLIOGRAPHY OF SPORTS RULES
(From Farrell, Patricia and Lundegren, Herberta M. The Process of Recreation Programming, New York: John Wiley & Sons, 1978.)

Aerial Tennis, Sells Aerial Tennis Co., Box 42, Kansas City Kansas 66103.

Archery (Field), National Field Archery Association, Rt. 2, Box 514, Redlands, California 92373.

Archery (Target), National Archery Association, 23 E. Jackson Blvd., Chicago, Illinois 60604.

Archery (Indoor), American Archery Council, 23 E. Jackson Blvd., Chicago, Illinois 60604.

Badminton, American Badminton Association, Donald Richardson, 20 Wamesit Rd., Waban, Massachusetts 02168; Dayton Racquet Co., 302 S. Albright St., Arcanum, Ohio 43504.

Baseball (Nonprofessional) Guide, National Baseball Congress, Wichita, Kansas 67202.

Baseball (copyrighted Rules), National Baseball Congress, Wichita, Kansas 67202.

Baseball (American Legion), American Legion, Box 1055, Indianapolis, Indiana 46206.

Baseball, Babe Ruth League, Babe Ruth League, Inc., 524 1/2 Hamilton Ave., Trenton, New Jersey 08609.

Baseball, Little League, Little League Baseball, Inc., P.O. Box 925, Williamsport, Pennsylvania 17704.

Baseball, Bronco-Pony-Colt, Boys Baseball, Inc., P.O. Box 225, Washington, Pennsylvania 15301.

Baseball (see NCAA listing).

Baseball Scorer's Handbook (does not include actual rules), American Amateur Baseball Congress, P.O. Box 44, Battle Creek, Michigan 49016.

Baseball, League Organization, American Amateur Baseball Congress, P.O. Box 44, Battle Creek, Michigan 49016.

Basketball (see AAU listing).

Basketball (Biddy), Jay Archer, 701 Brooks Building, Scranton, Pennsylvania 18501.

Bicycling, Bicycle Institute of America, 122 E. 42nd St., New York, New York 10017.

Billiard (Rules and Records), Billiard Congress of America, 20 N. Wacker Drive, Chicago, Illinois 60606.

Bocce, General Sportcraft Company, Ltd., 33 New Bridge Road, Bergenfield, New Jersey/Lignum-Vitae Products Corp., 96 Boyd Ave., Jersey City, New Jersey 07303.

Bowling (Duck Pin), National Duck Pin Bowling Congress, 1420 New York Ave., N.W., Washington, D.C. 20005.

Bowling (Ten Pin), American Bowling Congress, 1572 E. Capitol Drive, Milwaukee, Wisconsin 53211.

Darts, General Sportcraft Co., Ltd., 33 New Bridge Rd., Bergenfield, New Jersey, 07621.

Deck Tennis, General Sportcraft Co., Ltd., 33 New Bridge Rd., Bergenfield, New Jersey 07621.

Fencing, Amateur Fencer's League of American, William Latzko, 33-62nd St., West New York, New Jersey 07093.

Football (Six-Man) (see High School listing).

Football (see NCAA listing).

Golf, U.S. Golf Association, 40 E. 38th Street, New York, New York 10016.

Gymnastics (see AAU listing).

Gymnastics (see NCAA listing).

Handball, U.S. Handball Association, 4101 Dempster, Skokie, Illinois 60076.

Horseshoes, General Sportcraft Co. Ltd., 33 New Bridge Rd., Bergenfield, New Jersey 07621.

Ice Hockey (see NCAA listing).

Ice Skating, Amateur Skating Union, Edward J. Schmitzer, 4135 N. Troy St., Chicago, Illinois 60618.

Indoor Hockey, Cosom Corp., 6030 Wayzata Blvd., Minneapolis, Minnesota 55416.

Marbles Shooting, National Marbles Tournament, Cleveland Press Building, Cleveland 14, Ohio 44101.

Paddle Tennis, General Sportcraft Co. Ltd., 33 New Bridge Rd., Bergenfield, New Jersey 07621.

Paddleball, Rodney J. Grambeau, Sports Building, University of Michigan, Ann Arbor, Michigan 48106.

Quoits, General Sportcraft Co., Ltd., 33 New Bridge Rd., Bergenfield, New Jersey 07621

Scoopball (Rules for 26 different games), Cosom Industries, 6030 Wayzata Blvd., Minneapolis, Minnesota 55416.

Shuffleboard (Deck), General Sportcraft Co. Ltd., 33 New Bridge Rd., Bergenfield, New Jersey 07621.

Skating (Figure), U.S. Figure Skating Association, 575 Boylston St., Boston, Massachusetts 02116.

Skating (Roller), U.S. Amateur Roller Skating Association, 120 W. 42nd St., New York, New York 10036.

Skating (Speed), Edward J. Schmitzer, Amateur Skating Union of the United States, 4135 N. Troy St., Chicago, Illinois 60618.

Skiing (Downhill Slalom, Giant Slalom, Jumping and Cross-Country, FIS and USSA Rules), U.S. Ski Association, Gloria C. Chadwick, Executive Secretary, Broadmoor, Colorado Springs, Colorado 80906.

Soccer (see NCAA listing).

Softball (12"-fast and slow pitch), Amateur Softball Association, Suite 1300, Skirvin Tower, Oklahoma City, Oklahoma 73100.

Softball (16"), Edward Weinstein, Chairman Rules Committee, Umpires Protective Association of Chicago, Apt. 710, 3550 Lake Shore Drive, Chicago, Illinois 60607.

Squash Racquets, U.S. Squash Racquets Association, 200 E. 66th St., New York, New York 10021

Swimming (see AAU listing).

Swimming (see NCAA listing).

Swimming (Synchronized--see AAU listing).

Table Tennis, General Sportcraft Co. Ltd., 33 New Bridge Rd., Bergenfield, New Jersey 07621.

Tennis, Dayton Racquet Co., 302 S. Albright St., Arcanum, Ohio 45304.

Tennis Umpire's Manual (includes rules), United States Lawn Tennis Association, 51 E. 42nd St., New York, New York 10017.

Tether Ball (Inflated Ball), W. J. Voit Rubber Corporation, 3801 S. Harbor Blvd., Santa Anna, California 92704.

Touch Football, The Athletic Institute, 805 Merchandise Mart, Chicago, Illinois 60654.

Volleyball (includes rules), U.S. Volleyball Association, USBVA Printer, P.O. Box 109, Berne, Indiana 46711.

Water Polo (see AAU listing).

Weight Lifting (see AAU listing).

Wrestling (see NCAA listing).

National Collegiate Athletic Association, P.O. Box 1906, Shawnee Mission, Kansas 66222.

- Baseball
- Basketball
- Fencing
- Football
- Gymnastics
- Ice Hockey
- Lacrosse
- Skiing
- Soccer
- Swimming
- Track and Field
- Water Polo
- Wrestling

National Federation of State High School Athletic Associations, 7 S. Dearborn St., Chicago, Illinois 60603.

- Basketball Rules
- Basketball Casebook
- Basketball Player Handbook
- Basketball Official's Manual
- Baseball Rules
- Baseball Casebook
- Baseball, Umpire's Manual
- Football Rules
- Football Casebook
- Football Player Handbook
- Football Official's Manual
- Football, Touch Football
- Six Man Football and Soccer
- Track and Field (Rules and Records)

Amateur Athletic Union of the United States, 231 W. 58th Street, New York, New York 10019.

AAU Handbooks

- Basketball
- Boxing
- Gymnastics
- Handball
- Judo
- Swimming, water polo, and diving
- Swimming (synchronized)
- Track and field
- Weightlifting
- Wrestling

APPENDIX D

RECREATION-RELATED AGENCIES AND ORGANIZATIONS

Addresses:	Agency Function/Assistance Available:
FEDERAL AGENCIES	
U.S. Department of the Interior "C" Street Between 18th and 19th SW Washington, DC 20240 (202) 343-1100	General information on recreation
Division of Community and Human Resource Development Heritage Conservation and Recreation Service (HCRS) U.S. Department of the Interior 440 "G" Street, NW Washington, DC 20243 (202) 343-5726	Cultural and natural resource conservation; assure adequate recreation opportunities; Rural Areas and Small Community Recreation Project
Architectural and Transportation Barriers Compliance Board Washington, DC 20201	Ensures compliance with standards prescribed under the 1968 Architectural Barriers Act and ensures that public conveyances are usable by handicapped persons.
STATE AGENCIES	
Bureau of Community Planning and Technical Assistance Division of Community Development Department of Local Affairs and Development 123 W. Washington Avenue Madison, WI 53702 (608) 266-3075	Assistance in community planning
Office of Research and Policy Analysis Department of Local Affairs and Development 123 W. Washington Avenue Madison, WI 53702 (608) 266-1018	Information on state and federal policies and programs affecting local governments.

Addresses:	Agency Function/Assistance Available:
Legislative Reference Library 201 North Capitol Building Madison, WI 53702 (608) 266-0341	Information and update on Wisconsin legislation.
Department of Natural Resources (DNR) Aid Specialists	Local park aids and technical assistance.
Contact District Office:	
Addresses:	District:
Northwest District Box 309 Spooner, WI 54801 (715) 635-2101	Ashland, Bayfield, Burnett, Douglas, Iron, Price, Rusk, Sawyer, Taylor, Washburn
North Central District Box 818 Rhinelander, WI 54501 (715) 362-7616	Adams, Forest, Juneau, Langlade, Lincoln, Marathon, Oneida, Portage, Vilas, Wood
West Central District 1300 West Clairemont Avenue Eau Claire, WI 54701 (715) 836-2821	Barron, Buffalo, Chippewa, Clark, Crawford, Dunn, Eau Claire, Jackson, La Crosse, Monroe, Pepin, Pierce, Polk, St. Croix, Trempealeau, Vernon
Lake Michigan District Box 3600 Green Bay, WI 54303 (414) 494-9601	Brown, Door, Calumet, Florence, Kewaunee, Marinette, Manitowoc, Menominee, Oconto, Outagamie, Shawano, Waupaca, Waushara, Winnebago
Southern District 3911 Fish Hatchery Road Madison, WI 53713 (608) 266-2628	Columbia, Dane, Dodge, Fond du Lac, Grant, Green, Green Lake, Iowa Jefferson, Lafayette, Marquette, Richland, Rock, Sauk
Southeast District 11611 West North Avenue Milwaukee, WI 53226 (414) 476-8120	Kenosha, Milwaukee, Ozaukee, Racine, Sheboygan, Walworth, Waukesha, Washington
Community Education Program Department of Public Instruction (DPI) 125 South Webster Madison, WI 53702 (608) 266-3569	Assistance in community programs and services.

Addresses:	Agency Function/Assistance Available:
Reference and Loan Library Division for Library Services Department of Public Instruction (DPI) 2109 South Stoughton Road Madison, WI 53716 (608) 266-1053 or (608) 266-2800	Statewide interlibrary loan service.
Upper Great Lakes Regional Planning Commission	Supplemental grants for community projects
Contact Nearest Office:	
Room 903 123 W. Washington Ave. Madison, WI 53702 (608) 266-7532	
1497 6th St. Green Bay, WI 54304 (414) 499-3909	
220 Seventh Ave., W. Ashland, WI 54806 (715) 682-2795	
Wisconsin Regional Planning Commissions	Land use planning.
Contact Regional Office:	
Commission Address:	Region:
Southeastern Wisconsin Regional Planning Commission 916 North East Avenue Waukesha, WI 53186 (414) 547-6721	Kenosha, Milwaukee, Ozaukee, Racine, Walworth, Waukesha, Washington
East Central Wisconsin Regional Planning Commission 1919 American Court Neenah, WI 54956 (414) 739-6156	Calumet, Fond du Lac, Green Lake, Marquette, Menominee, Outagamie, Shawano, Waupaca, Waushara, Winnebago
Northwest Regional Planning Commission 302 1/2 Walnut Street Spooner, WI 54801 (715) 635-2197	Ashland, Bayfield, Burnett, Douglas, Iron, Price, Rusk, Sawyer, Taylor, Washburn

Addresses:	Agency Function/Assistance Available:
Commission Address:	Region:
Mississippi River Regional Planning Commission Grandview Building 1707 Main Street La Crosse, WI 54601 (608) 785-9396	Buffalo, Crawford, Jackson La Crosse, Monroe, Pepin, Pierce, Trempealeau, Vernon
Dane County Regional Planning Commission Room 312B City-County Building Madison, WI 53709 (608) 266-4137	Dane
Southwestern Wisconsin Regional Planning Commission Room 217 Pioneer Tower Platteville, WI 53818 (608) 342-1214	Grant, Green, Iowa, Lafayette, Richland
West Central Wisconsin Regional Planning Commission 318 Eau Claire Street Eau Claire, WI 54701 (715) 836-2918	Barron, Chippewa, Clark, Dunn Eau Claire, Polk, St. Croix
Bay-Lake Regional Planning Commission Suite 450 SE Building University of Wisconsin Green Bay, WI 54302 (414) 465-2135	Brown, Door, Florence, Kewaunee, Manitowoc, Marinette, Oconto, Sheboygan
North Central Wisconsin Regional Planning Commission 2100 Main Street University of Wisconsin Stevens Point, WI 54481 (715) 346-3311	Forest, Juneau, Langlade, Lincoln, Marathon, Oneida, Portage, Vilas, Wood
Rock Valley Metropolitan Council 401 West State Street Rockford, IL 61101 (815) 963-6010	Rock

Addresses:	Agency Function/Assistance Available:
University of Wisconsin-Extension	Every county has an extension office with staff to serve communities.
Recreation Resources Center University of Wisconsin-Extension 1815 University Avenue Madison, WI 53706 (608) 263-2621	Education and technical assistance in recreation (Public Recreation Specialist: Karla Henderson)

University of Wisconsin-Campus Resources

Campus:	Department to Contact:
Eau Claire	Physical Education
Green Bay	Recreation
La Crosse	Recreation and Parks
Madison	Continuing and Vocational Education
Milwaukee	Physical Education, Recreation, and Health Education
Oshkosh	Health, Physical Education and Recreation
Parkside	Physical Education (Education Division)
Platteville	Physical Education and Health
River Falls	Physical Education
Stevens Point	Health, Physical Education, Recreation, and Athletics
Stout	Physical Education
Superior	Physical Education, Health and Athletics
Whitewater	Health, Physical Education and Recreation

Wisconsin Arts Board 123 W. Washington Ave. Madison, WI 53702 (608) 266-0190	Grants-In-Aid for Arts, Community Arts Development Program
Wisconsin Board on Aging 110 East Main St. Madison, WI 53703 (608) 266-8861	Programs for the elderly.

OTHER ORGANIZATIONS

National Recreation and Park Association (NRPA) 1601 North Kent St. Arlington, VA 22209 (703) 525-0606	Educational programs and technical assistance for recreation professionals, lobbying force for recreation movement.

Addresses:	Agency Function/Assistance Available:
Wisconsin Parks and Recreation Association (WPRA) 8320 W. Bluemound Rd., Suite 211 Wauwatosa, WI 53213 (414) 771-5575	State affiliate of NRPA (previous listing)
American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) 1900 Association Dr. Reston, VA 22091	Professional development programs in the fields of health, physical education, recreation and dance.
Wisconsin Alliance for Health, Physical Education and Recreation (WAHPER) Karen Cowen University of Wisconsin-Extension University of Wisconsin-Green Bay Green Bay, WI 54302	State affiliate of AAHPERD (previous listing)
American Camping Association (ACA) Bradford Woods Martinsville, IN 46151 (317) 342-8456	Professional camping organization promoting recreational and educational benefits of out-of-doors living.
Wisconsin Recreation Leaders Laboratory Association (WRLLA) 336 Lowell Hall 610 Landon St. Madison, WI 53706 (608) 262-1912	Educational opportunities and assistance in recreation program development.
New Games Foundation P.O. Box 7901 San Francisco, CA 94120	Innovative games program for social recreation.
Wisconsin Special Olympics, Inc. 2059 Atwood Ave. Madison, WI 53704 (608) 241-1324	Athletic programs for the mentally retarded.
Volunteer The National Center for Citizen Involvement P.O. Box 1807 Boulder, CO 80306 (303) 447-0492	Information and support for citizen volunteer efforts
National Center for a Barrier Free Environment Suite 1006 1140 Connecticut Avenue, NW Washington, DC 20036 (800) 424-2809	Provides programs to promote and assist in the creation of physical facilities that are accessible to persons with disabilities.